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THE ACTUARIAL
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THE AUTOBIOGRAPHY
OF A
TEACHER OF FRENCH

THE AUTOBIOGRAPHY
OF A
TEACHER OF FRENCH

WITH PRELIMINARY CHAPTERS
FROM VARIOUS SOURCES

BY

JOHN SQUAIR



*Being a Contribution to the History of the
University of Toronto*

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THE AUTOBIOGRAPHY
OF A
TEACHER OF FRENCH


With Illustrations by
John Van Der Ploeg

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*L'auteur dédie ce livre
à la mémoire vénérée de
Jean Giraud
un de ses premiers maîtres de français.*



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PREFACE

THE author of this book is convinced that the time has come to tell the story of the teaching of French in University College, Toronto. The department is an important one. It has grown in staff and students. For over thirty years (1853-1884) one man did all the work of teaching, at present the members of the staff number fifteen. In 1855 the whole number of students taking the examinations in French of the University of Toronto was eight, and in 1861 twenty-five, to-day the whole number of students in French in University College is eleven hundred and thirty-five.

The earliest chapters of this book contain information regarding teachers of French in Ontario, and the books used by them, in the period preceding the time when the author began his study of French. Then follow chapters on the writer's preparation in French for matriculation. The rest of the book contains matter pertaining chiefly to the writer's occupancy of the position of head of the department of French in University College from 1883 to 1916. In addition to this there are some pages referring to matters of greater personal interest to the writer than to the University.

The writer hopes that the book will prove to be a real contribution to the history of the University of Toronto.

University of Toronto
February 1, 1928.

JOHN SQUAIR.

At the time of my father's sudden death, on February 15, 1928, almost all the proof had been read, but the index had only been begun. I have finished reading the proof and made the index, with the help of Professor J. H. Cameron, whose advice has been invaluable.

MARION SQUAIR.

June 20, 1928.

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EARLY FRENCH TEACHING IN ONTARIO

THAT there was some teaching of French in schools in the early history of Ontario is probable, but it is not easy to say how much there was, nor what its character was. Dr J. G. Hodgins, in his *Documentary History of Education in Upper Canada* (Vol. I, p. 109), gives a sketch of a course of study for Grammar Schools made by Rev. John Strachan and sent by him in a letter to Rev. A. N. Bethune in 1829, which was based on Strachan's own experience throughout twenty-five years. Although the sketch does not say much about the teaching of French, the whole document is instructive as to what Strachan thought boys should learn, and is worth reproducing here.

First Year—Boys from 7 to 9

1st. Latin.—Eton Grammar; Vocabulary; Corderius; *Selectæ e Profanis*.

2nd. English.—Mavor's Spelling Book; Enfield's Lessons; Walker's Lessons; Murray's Lessons; Blair's Class Book; English Grammar; Writing; Arithmetic, chiefly mental.

Second Year—Boys from 9 to 11

1st. Latin.—Grammar; Valpy's *Delectus*; New Testament; Daley's Exercises; *Exempla Minora*; Eutropius; Phædrus; Cornelius Nepos.

2nd. English.—Grammar and Reading, as before;

Writing and Arithmetic (mental and mixed); Geography; Civil and Natural History and Elocution.

3rd.—To commence French.

Third Year—Boys from 11 to 13

1st. Latin.—Grammar; Bailey's Exercises; Cornelius Nepos; Cæsar; Ovid's *Metamorphoses*; Nonsense Verses; Psalms into Latin Verse; *Exempla Moralia*; Versions, or rendering English into Latin.

2nd. Greek.—To commence about the middle of the third year; Eton Grammar, or Nelson's edition of Moore's Grammar; Greek Vocabulary; New Testament; Greek Exercises.

3rd. English.—Grammar; Writing; Elocution; Civil and Natural History; Geography, Ancient and Modern; English Composition.

4th. Arithmetic.—And to commence Algebra.

5th. French.

Fourth Year—Boys from 12 to 14

1st. Latin.—Grammar; Terence; Virgil; Horace; Sallust; Cicero; Livy; Latin Composition, verse and prose; Grotius, *De Veritate*; *Exempla Moralia*.

2nd. Greek.—Eton Grammar; *Græca Minora*; Greek and Latin Testament; Xenophon; Homer.

3rd. English.—Grammar and Composition; Civil and Natural History; Geography, Ancient and Modern; Use of the globes; Construction of maps.

4th. Mathematics.—Arithmetic; Book-keeping; Algebra; Euclid.

5th. French.

Fifth Year—Boys from 14 to 16

1st. Latin.—Virgil; Horace; Livy; Juvenal; Tacitus; Composition, in prose and verse.

2nd. Greek.—Græca Majora; Homer; Thucydides; Composition, in prose and verse.

3rd. English.—Grammar and Composition; Elocution; Civil and Natural History; Geography, Ancient and Modern; Use of the globes; Construction of maps.

4th. Mathematics.—Algebra; Euclid; Trigonometry; Application to heights and distances; Surveying; Navigation; Dialling; Elements of Astronomy, etc.

5th. French.

It is highly probable that Dr Strachan himself, while he was master of the schools at Kingston and Cornwall, followed such a programme as outlined here, and taught some French in those schools in the early years of the nineteenth century. And if he did, there may have been other schools out of the ten or twelve Grammar Schools of the first quarter of the century where some French was taught. And there may have been private academies like that of Mr Latham at Kingston where French was taught in 1817, as Dr Hodgins mentions at Vol. I, p. 130, of his Documentary History. But our information is very scanty. French, alongside Latin and Greek, was considered of small importance as a school subject, not only in Canada, but very generally in all English-speaking countries.

In Upper Canada College there was a French master from the opening of the College (Jan. 1830). His name was Jean du Petit Pont de la Haye (1799-1872), and he served for the long period of twenty-six years (1830-1856). At p. 197 of Dickson and Adam's History of Upper Canada College it is stated that "Mr de la Haye, for some time employed at the College of Louis le Grand, at Paris and at Vincennes, a native of France and an experienced instructor, is appointed French master." It does not seem clear from this book whether Mr de la

Haye was considered a successful master or not; although this phrase occurs, "efficient as a teacher as was Mr de la Haye," which would seem to justify us in concluding that he had the reputation of a good teacher. The time devoted to French was considerable. According to a statement made by Principal Harris, and quoted by Dickson and Adam at pp. 55, 56, the Second Form had French two hours a week, the Third Form, six hours a week, the Fourth Form, four hours a week, the Fifth Form, six hours and a half a week, and the Sixth Form, three hours a week. It is true on the other hand however that this allotment of time seems small, when compared with the hours devoted to Greek and Latin, which in the Sixth Form reached seventeen hours a week.

As to the work done we can gather some information from public documents. For instance Hodgins's Documentary History at p. 258, Vol. 3, gives the names of books which were used in the French classes in 1839-1840.

SUBJECTS OF INSTRUCTION AND BOOKS USED IN UPPER CANADA COLLEGE AS FAR AS FRENCH IS CONCERNED
(Some orthographical corrections are made by the writer)

<i>Form</i>	<i>Subject</i>	<i>Text Books Used</i>
Preparatory School	....	....
First	....	....
Second	French	Lévizac's French Grammar.
Third	French	Perrin's French Dialogues, Télémaque.
Partial Class	French	French Books—same as those used in the Forms.
Fourth	French	Traité de la Conjugaison Française, Beauté's Histoire de France.

Fifth	French	Traité des Participes, Histoire Louis XIV and XV.
Sixth	French	No French Books. (Perhaps an oversight).
Seventh	French	La Henriade, Selections from Boileau.

(Taken from Report of Committee on Education in Appendix to Journal of the House of Assembly of Upper Canada from Dec. 3, 1839, to Feb. 10, 1840, Vol. 2, pp. 345, 346).

Upper Canada Academy, which was formally opened on June 18, 1836, was granted its charter by William IV on July 6, 1836. Its declared object was "the education of the youth of the Methodist Connexion, and other youth of the Province, with special care of their religious and moral principles and habits." (Hodgins, Documentary History, Vol. 3, p. 41). Some instruction was given in French in this institution as appears from the following extract from its prospectus:

COURSE OF INSTRUCTION IN THE UPPER CANADA
ACADEMY, COBOURG, 1837.

Mathematics.—In addition to the ordinary Branches of an English Education, there will be taught Geometry (Euclid and Legendre), Trigonometry (Plane and Spherical), Algebra, Mensuration, Surveying, Navigation and Fluxions, by Mr James O'Loane, who is the Mathematical Master.

Latin.—Adam's Grammar, Jacob's Reader, Ovid, Horace, Justin, Sallust, Cæsar, Cicero's Orations, and Tacitus.

Greek.—Moor's Grammar, Jacob's Reader, Greek Exercises, New Testament, Xenophon, and Homer, by

Mr R. Hudspeth, Classical Teacher, from the University of Edinburgh.

Miscellaneous.—Rhetoric, Logic, Intellectual and Moral Philosophy, by the Rev. Matthew Richey, Principal.

In the Female Department, which is perfectly distinct in the Building, instruction will be given in all the constituent parts of a superior English Education, and in French, Music, Drawing, and Embroidery. (Op. cit. Vol. 3, 53).

Furthermore, Upper Canada Academy announced for 1840 and 1841 that in the Department of Letters and Fine Arts instruction in Modern Languages would be given according to the following list:

French. Lévizac's Grammar (Bolmar's Edition); Bolmar's Colloquial Phrases; Le Brun's *Télémaque*; Charles XII; *Histoire de France*.

Spanish. Cubi's Grammar; *El Traductor Español*; *Don Quixote*; Newman's Dictionary.

Italian. Vergani's or Graglia's Grammar; Graglia's Dictionary; Soave's *Novelle Morali*; Tasso's *Gerusalemme Liberata*.

German. Fosdick's Grammar; Weber's Dictionary; Bokum's Introduction and German Reader.

This list of works is not carried on into the curriculum of Victoria College. But there is teaching of French in the Freshman and Sophomore Classes of Victoria in 1841, and this arrangement is continued until 1845. In 1852-1853 French is mentioned in the Freshman Year. In 1855 Barthelemy Melchior is given as Instructor in French. In 1856-1857 Elijah P. Harris is given as Professor of Modern Languages. French is taken in the Junior Year. In 1857-1858 French is taken in the Junior Year, and the work is Pinney's Grammar and Reader

and Fénelon's *Télémaque*. In 1858-1859 French is continued in the Junior Year, and the work is Fasquelle's Grammar and Reader, and *Télémaque*. This amount of work is continued for some years, but sometimes it is done in the Freshman Year.

Whether there was teaching of French in the District Grammar Schools of Upper Canada in the early part of the Nineteenth century, it would seem that there was not much in the third and fourth decades. A document given by Hodgins in his *Documentary History* (Vol. 3, p. 254) throws light on this point. And from it we conclude that very little French if any was taught in the Grammar Schools of the Province in 1838.

REPORT OF THE DISTRICT (GRAMMAR) SCHOOLS—PUPILS ATTENDING THEM, AND COURSES OF STUDY THEREIN, 1838

<i>District</i>	<i>Pupils</i>	<i>Subjects of Study in the Grammar Schools</i>
Western	30	English, Writing, Arithmetic, Geography, History, Mathematics, Latin and Greek, Highest Class in Virgil, Sallust, and Euclid's Elements.
Eastern	30	General Branches of Education, 1st Class, Greek Testament, Cicero, Virgil, Euclid and Plane Trigonometry, Algebra, Book-keeping.
Niagara	36	Usual Branches, Highest Form, Greek Testament, Homer, etc., Livy, Horace, Cicero, Euclid's Elements, and Algebra commenced.
Bathurst	31	Usual Branches, also Mathematics, Simpson's Euclid, Globes, Cæsar, Ovid, Sallust, Virgil, Cicero, Horace.

Johnstown	19	Usual Branches, also Mathematics, Natural Philosophy, Latin and Greek.
Midland	32	Usual Branches, with Elements of Greek and Latin, Globes, Algebra and Euclid.
Newcastle	31	There are some boys learning Latin. The Books used are the same as in Upper Canada College, as far as they can be procured.
Home	21	General Branches, Sixteen boys have commenced the Latin Grammar, and two the Greek accidence.
London	22	Greek, Latin, Mathematics, and the usual branches.
Gore	35	Greek and Latin, viz., in the upper classes, Cæsar, Sallust, Cicero, Virgil, and Homer, Mathematics, etc., and the usual branches.
Ottawa	24	General branches of Education.
Prince Edward	..	Report not received.
Talbot	..	This school was not opened until Jan. 2, 1839.

(Taken from Report of Committee on Education in Appendix to Journal of the House of Assembly of Upper Canada from Dec. 3, 1839 to Feb. 10, 1840, Vol. 2, p. 339).

II

TEACHERS OF FRENCH—FORNERI, COULON, PERNET

THE year 1853 is an important date in the history of teaching French in what is now the Province of Ontario. In that year James Forneri was appointed Professor of Modern Languages in University College. No member of the Staff of King's College (1843-1849) is mentioned as teaching French. But after the establishment of the University of Toronto and University College (1850), it was decided to found a number of new chairs, one of which was that of Modern Languages. In the records of the Senate of the University of Toronto, at the date of Dec. 4, 1852, we find the following minute:

"Moved by Rev. J. Jennings and seconded by Rev. Dr Willis, that the names of Dr Lindo, Dr Forneri, and Dr Mantovani be selected as the three candidates for the chair of Modern Languages, and that such names be reported to his Excellency the Governor General under the 24th clause of 13 and 14 Victoria, Chap. 49, and that a copy of this resolution together with the testimonials be transmitted to the Provincial Secretary, which motion was carried."

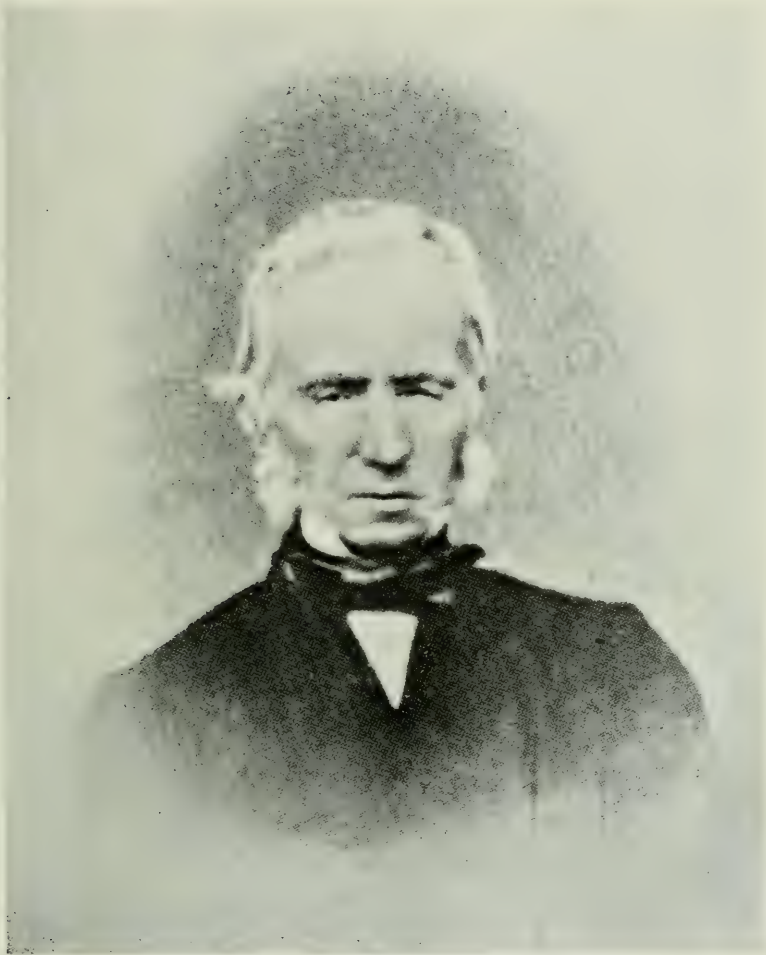
Of the gentlemen recommended by the Senate the Government chose and appointed Dr Forneri to the chair of Modern Languages. Mr John King at p. 248 of his book on McCaul, Croft, Forneri, says that the warrant of appointment was dated May 28, 1853.

James Forneri (1789?-1869) was born in the north of Italy, near Turin, of a good family of French origin. He

was educated for the Church at first, and for the Bar later, and proceeded to the degree of LL.D. in a College at Rome. He was admitted to the Bar of Turin, but was forced to enter military service under Napoleon in 1812, as a lieutenant in a regiment of the Guards. He had some remarkable experiences during three years as a soldier, was present at the capitulation of Paris (March 31, 1815), and then returned to Turin, hoping to be able to live in peace and practise his profession. But he became a member of the Carbonari, fled from Turin, and finally found himself an exile in Spain. Then he fled to England, arriving in 1824. There he became a teacher of languages. He was married in 1836 to the daughter of a London merchant, and shortly thereafter went to Belfast, where he taught languages for fifteen years. He crossed the Atlantic hoping to have a position in Nova Scotia. He failed to secure it permanently, and then applied for the place in University College, which he obtained.

When he arrived in Toronto he was some sixty-four years of age, and had had twenty-nine years' experience as a teacher. His first year of service was the academic year 1853-1854. The writer has not seen a programme of work or examination questions for that year, but examination questions in French grammar for 1855 are to be seen at p. 82 of this book, and they will suffice to give us some idea of the work done. It is very important to remember that he was appointed Professor of Modern Languages, which meant that he was expected to teach French, German, Italian, and Spanish. And at once the question arises: How did this elderly gentleman succeed in performing the duties of his office? If he did his work well, it was surely a sort of miracle.

There is a fact, however, on the other side of the account which we must also remember: the number of



JAMES FORNERI, LL.D.

First Professor of Modern Languages in University College, 1853-1865.

B. 1789? D. 1869.

(From a Photograph taken in Belleville, Ontario, after his retirement).

students in his classes was small. Dr Wm Oldright, in an article in the *University Monthly* for May, 1902, p. 201, gives the names of the honour men in Modern Languages in October, 1859. All told, there were twenty-two. Which was a very small number compared with the hosts of Modern Language students of later times. Still, taking everything into account Professor Forneri was called on to do more than should have been expected of any man.

Certain persons writing about Professor Forneri have expressed opinions on the man and his work, and from them the following quotations are made which may aid in forming an opinion as to what he was.

John Langton (1808-1894), who was Vice-Chancellor of the University, in a letter written on Nov. 12, 1856, says: "We have a department of History and a man at the head of it Dr Daniel Wilson, well known in Europe as well as here, but his department is really ridiculous. In a five years course he only brings English History down to Henry VII, and there is absolutely no other history except that of Egypt down to Cleopatra and that of Spain under Ferdinand and Isabella, French and German history going with those languages, which are under the care of a very worthy pudding-headed old Italian to whom they have been assigned upon the principle, which appears to be accepted elsewhere as well as in Canada, that foreign languages are safe in the hands of a foreigner. The foreign language department is also most contemptible which must I am afraid be laid at the door of poor Dr Forneri." (Early Days in Upper Canada, letters of John Langton, by W. A. Langton, at pp. 289, 290).

Dr Wm Oldright (1843-1917) in the article cited above has nothing of a depreciatory character to say of Forneri, but a good deal of what is laudatory. At p. 207, he says:

“As we have looked back upon student days and reviewed them in the light of more mature life, we are struck by the accuracy which emphasised this. He was always equally ready in French, German, or Spanish, as in his native tongue, to give us the grammatical rule. In his set lectures in the larger classes he would write out these rules illustrated by examples, filling one or two large black-boards, and in the senior years would give them to us in his own handwriting on foolscap paper. When he concluded his remarks on any subject and sealed them with his, and afterwards our, pet expression, ‘That it is, you see,’ we made up our minds that it was all right, and we have never yet found that we were mistaken.

“Laborious in our interest, scrupulously punctual, truthful and the soul of honour, kind-hearted, affable and confidently companionable, the veteran soldier and teacher secured a warm place in the hearts of his students, and memory would fondly recall the days when we could have addressed him in the words of his own favourite poet, uttered when looking back to a much more distant past:

‘Tu duca, tu signore, e tu maestro.’”

John King (1843-1916) in the book already cited has many things of a complimentary kind to say of Forneri, from which the following passage is taken at p. 253: “As a teacher, his record was one of notable excellence. His knowledge and attainments were embellished with the graces of scholarship, and were always modestly displayed. The Fornerian systems of French, German, and Spanish were the product of an ingenious mind and an original expositor of languages. He had a happy talent for communicating knowledge, and was beloved by his pupils and the students of his department for his patient kind-

ness and untiring interest in the subject-matters of their reading.”

W. H. VanderSmisen in an article in the *University Monthly* for December, 1915, at pp. 137-138, thus speaks of Forneri: “Professor Forneri’s scholarship in the Romance Languages, including Old French and Provençal, was of a very high order, although, in modern French literature, only the classics of the 17th and 18th centuries existed for him. His lectures on Dante were both instructive and delightful, and were illustrated by an elaborate and artistic diagram of the circles of the Inferno, and of the progress of the poet and his guide through them. His knowledge of the German language and literature, however, was very imperfect. His method was that of his time and consisted largely of translation and formal grammar, with very little practice in composition and none in conversation. How hard he worked may be judged from the fact that he gave twenty-four lectures or more during the week, while the hours in other subjects varied from five to eighteen. In spite of the advanced age at which he was appointed to his professorship, an age when most professors are looking forward to rest and retirement, his vigour was unabated and his faculties unimpaired for at least the first eleven years of his occupancy.”

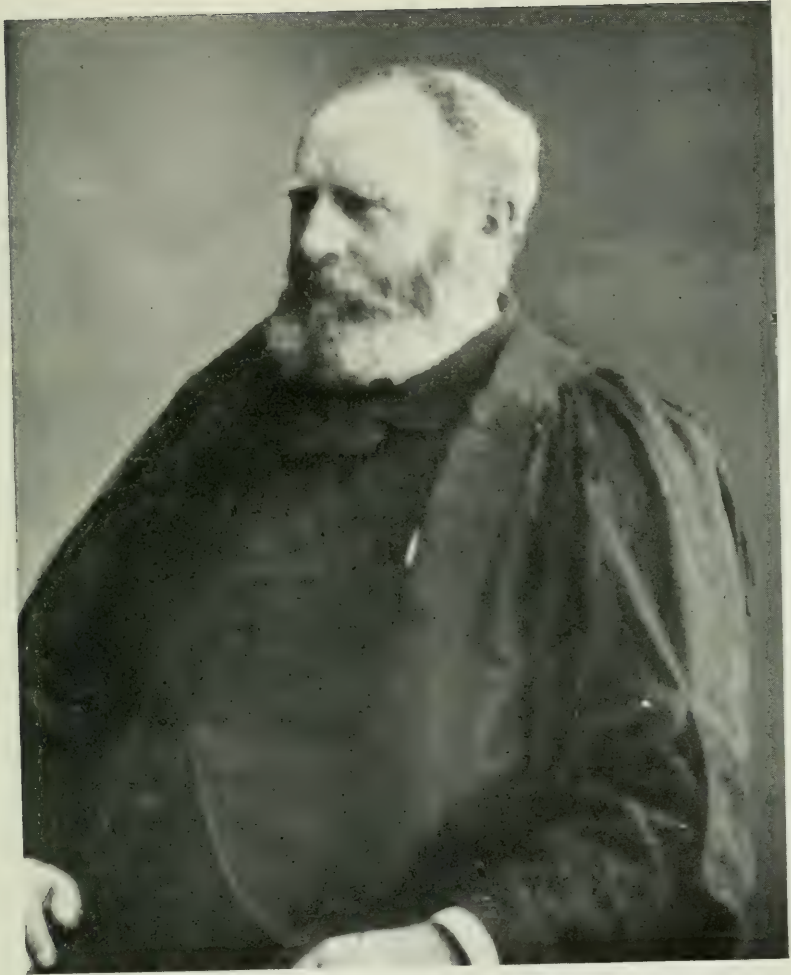
Summing up this evidence one may perhaps safely say that Professor Forneri was a man of fair natural ability, who had the culture of an Italian gentleman, speaking Italian, French, and Spanish, and knowing something of the dialects of northern Italy and southern France. Evidently he knew and appreciated the classical literature of Italy and France. He seems to have been weak in German, and was also probably so in English. As regards scientific philology he probably knew little:

he came too early to be much influenced by such men as Diez, Paulin Paris, and Ascoli. Nor did he have time in his turbulent and busy life. But he was laborious, courteous, and conscientious, and filled his life as well as could be demanded of him.

There was an unfortunate side to all this: he helped to establish the tradition that a good teacher of Modern Languages could be made out of an honest, impecunious stranger, as is attested by what Professor Chapman said in 1891. "There are many poor French and Germans (male and female) in the city who could be engaged at any slight remuneration to do the work." (See p. 184).

The story of the years spent by Forneri as Professor of Modern Languages in University College is not a long one. His life here was laborious but quiet, free from striking incidents. He was appointed, as has been related, in 1853, and he taught all the subjects of his department until Dec. 1865, when separate lecturers were appointed—Émile Pernet in French and William Henry Vander-Smissen in German. He himself continued to teach in Italian and Spanish for a year. He died in 1869.

Émile Coulon's birth and death dates are not known to the writer. Coulon was in Toronto as early as 1852, and was employed as a tutor in French by a number of families between 1852 and 1862, as appears from letters published by him in his *Poetical Leisure Hours* and *Torontonian Descriptions*, 1897. On Aug. 24, 1858, he was appointed French Master in the newly organised Model Grammar School to teach two hours a day at the rate of £80 (\$320) per annum. He seems to have remained in this position until the Model Grammar School closed its career in 1863. During this period (in 1860 and 1861) he was Examiner in French in the University of Toronto. He afterwards lived in California and returned for a brief



ÉMILE PERNET

Head of the French Department in University College, 1866-1883.

B. 1832? D. 1916.

period to Toronto in 1897. In 1862 he published his *Nouvelle Grammaire Française*, which was probably the first French Grammar published in Toronto. After 1897 the writer knows nothing of him.

Émile Pernet (1832?-1916) was appointed Lecturer in French in University College in 1866, and continued in that position until he resigned in 1883. He was born in France, but was said to have lived a good many years in England. He was married to an English lady. The inadequacy of his salary was something of which he sometimes spoke to his students, and, in order to increase it, he gave instruction in other institutions, *e.g.*, in Trinity College, and in some of the ladies' schools. As a teacher of French he had certain qualities of value: he was diligent, punctual, and lively. He had a good pronunciation and ease in speaking in both French and English. He knew both languages idiomatically. But comparisons in idiomatic expression he was not much interested in. He was sometimes very happy in translation, but was apt at times to be loose and not too close. Since his school days philology had made long strides, and he had not kept pace with scientific workers. He would have been justified in replying to critics that the opportunities and incentives in Toronto were not very adequate.

But his class-room was not dull. He had attractive ways, and encouraged those who were willing to work. As to teaching French conversation, there never seems to have been any systematic attempt to have conversation classes in Pernet's day. As a matter of fact, he had little time for such difficult work, and was content apparently with such occasional bouts of sparring as might arrive in ordinary translation or grammar lessons.

Émile Pernet, having resigned in 1883, became a professor of French in Philadelphia and died there in

1916. As to the year of his birth the writer is uncertain. He has a faint recollection of hearing Mr Pernet say, "J'ai aujourd'hui cinquante ans," and thinks that this occurred in his Third Year. If that is true, then Mr Pernet was born in 1832. But all this may be pure fancy.

We must not forget that Mr Pernet wrote and published a grammar, *The Elementary French Class Book*, 1871.

III

GRAMMARS USED IN TEACHING FRENCH

THE year 1853 was also important as regards the teaching of French in the secondary schools of Upper Canada. On June 14, 1853, an act was assented to by which the law relating to Grammar Schools was amended, and on Jan. 1, 1854, it came into force.

In a circular issued by the Education Office on July 10, 1854, a programme of examinations of candidates for masterships in county Grammar Schools is announced. English and French are among the subjects of this examination. The prescription in French contained "Grammar, and Translation from French into English," with an addition for Honours and Scholarships of "Fénelon, Dialogues des Morts, and Molière, Les Fourberies de Scapin." The Board of Examiners consisted of Thomas Jaffray Robertson, Head Master of the Normal School, Frederick William Barron, Principal of Upper Canada College, and Rev. William Ormiston, Second Master of the Normal School. It would be interesting to see the questions in French set by this Board, but the writer has not yet been favoured in this regard.

One of the things done under the new Act was to issue a list of recommended (not prescribed) text-books for the various subjects in the Grammar School courses. For French there were: Merlet's Grammar; Merlet's *Le Traducteur*; Merlet's Dictionary of Difficulties; Arnold's First Book; Arnold's Vocabulary; Noël and Chapsal's Grammar; Collot's *Lévizac's Grammar*; Collot's Pronouncing Reader; Collot's Interlinear Reader, Collot's

Dialogues and Phrases; Key to Collot's Exercises in Grammar; Collot's French and English Dictionary; Surrenne's New Manual; Speirs and Surrenne's French and English Dictionary. And others were permitted to be used also in the classes.

The consideration of these manuals and others subsequently offered to the public for use in schools and colleges will throw light on methods of teaching, and we shall be justified in dwelling on the subject for a little at this point.

In the great majority of French Grammars which have been used in this Province, practical exercises have accompanied the theoretical statements. But in some of the books no exercises occur. Chambaud's Grammar, which was one of these, had a place on the curriculum of University College in the period 1865-1869. An accompanying exercise book may have existed, however. In a somewhat elaborate preface the author shows that he attaches importance to exercises, and makes suggestions to teachers as to their construction and use. It is a little remarkable that an old-fashioned book made earlier than 1846 should have been placed on the course of studies in 1865.

Jean François Michel Noël (1755-1841) and Charles Pierre Chapsal (1788-1858) were the makers of school manuals which had much success in France and elsewhere. Their *Grammaire Française* appeared first in 1823 in France, and then in other countries. The edition from which an extract is given here was published in New York in 1858. It will be observed that the questions are in French, and that their subject matter is grammar, which two features gave the book a quite unique position amongst French Grammars.

Exercise on the Conjunction from the Grammar of

Noël and Chapsal, revised by Sarah E. Saymore and C. P. Bordenave (1858—Preface, 1850):

Q. Qu'est-ce que la conjonction?

R. La conjonction est un mot invariable qui sert à lier un membre de phrase à un autre membre de phrase. Quand je dis: travaillons, nous voulons acquérir des talents, le temps s'enfuit, persuadons-nous bien, il ne revient plus, voilà cinq membres de phrase qui n'ont entre eux, pour ainsi dire, aucune espèce de relation, et qui forment comme cinq phrases indépendantes les unes des autres. Pour les joindre ensemble, et n'en former qu'une seule phrase, il suffit d'employer certains mots, comme si, car, et, que, etc.: travaillons si nous voulons acquérir des talents, car le temps s'enfuit, et persuadons-nous bien qu'il ne revient plus; et ces mots si, car, et, que, sont des conjonctions.

Q. Quelles sont les principales conjonctions?

R. Elles sont:

Ainsi	Et	Où
Car	Lorsque	Pourtant
Cependant	Mais	Quand
Comme	Néanmoins	Que
Donc	Ni	Quoique
Enfin	Ou	Si

Q. Qu'appelle-t-on locution conjonctive?

R. Un assemblage de mots dont la fonction est d'unir les membres de phrase, se nomment locution conjonctive; tels sont: au reste, au surplus, par conséquent, ainsi que, tandis que, à moins que, etc.

Perrin's Dialogues is a type of book which has been not unusual. The following extract from Perrin (p. 53) will give an idea of this class of manual:

Le dîner est-il prêt?	Is dinner ready?
Il est une heure.	It is one o'clock.
Je dînerai de bon appétit.	I shall dine with a good appetite.
Je n'ai pas mangé ce matin.	I did not eat this morning.
Je viens dîner avec vous.	I come to dine with you.
Soyez le bienvenu; mais nous n'avons pas un grand dîner.	You are welcome; but we have not a grand dinner.
Il y en aura assez pour moi.	There will be enough for me.
Nous n'avons que notre ordinaire.	We have only our every- day fare.
C'est tout ce que l'on peut souhaiter.	It is all that one can wish.
Vous aurez du bœuf rôti et des légumes.	You will have roast beef and vegetables.
J'aime beaucoup le bœuf rôti.	I like roast beef very much.
Nous vous traitons en ami et sans cérémonie.	We treat you as a friend and without ceremony.
J'aime mieux cela; je hais les cérémonies.	I like it better; I hate ceremony.
Asseyez-vous, s'il vous plaît, auprès du feu.	Sit down, if you please, near the fire.
Si vous me le permettez, je préfère m'asseoir ici.	If you will allow me, I had rather sit here.
Vous ferez comme il vous plaira.	You shall do as you please.

H. G. Ollendorff (1803-1865) was the maker of a long list of successful language manuals. It seems that Ollendorff introduced his system into England in 1838, and gave lessons in London at the rate of £12 10s. per quarter. An American edition of one of his books, prepared by

Mr Alder, was brought out by the Appletons before 1848. The Method had great success. Many Ollendorff books were made. There were books for Englishmen to learn French, German, Italian, and Spanish, books for Germans to learn English, French, Italian, and Spanish, and so on. Features of the Method are: all sentences to translate were from the language of the learner into the strange language, all words and idioms were repeated many times, the exercises were very abundant. It was largely from Ollendorff that scoffers learned their jibes at "your old uncle's green umbrella", which have not yet disappeared from a certain cheap type of humorous literature. And yet many a one obtained a good, solid grounding in foreign language study from Ollendorff. It is not certain that any of his books were on the official lists of Ontario, but some of them were certainly used by private teachers and independent students.

A lesson from Ollendorff:

Twenty-Fifth Lesson		Vingt-Cinquième Leçon
To bring	apporter	To or at the
To find	trouver	play
		Au spectacle
		The butcher
		Le boucher
		The sheep
		Le mouton
What, or the thing which.		Ce que.
Do you find what you look for (or what you are look- ing for)?		Trouvez-vous ce que vous cherchez?
{ I find what I look for.		
{ I find what I am looking for.		Je trouve ce que je cherche.
He does not find what he is looking for.		Il ne trouve pas ce qu'il cherche.

We find what we look for.	Nous trouvons ce que nous cherchons.
They find what they look for.	Ils trouvent ce qu'ils cherchent.
I mend what you mend.	Je raccommode ce que vous raccommodez.
I buy what you buy.	J'achète ce que vous achetez.

Obs. A. In verbs having *e* mute in the last syllable but one of the infinitive, the letter *e* has the grave accent (*è*) in all persons and tenses where the consonant immediately after it is followed by *e* mute: as in mener, to take; promener, to walk; achever, to finish, &c., *e.g.*

I buy, thou buyest, he buys.	J'achète, tu achètes, il achète.
I lead, thou leadest, he leads.	Je mène, tu mènes, il mène.
Do you take him to the play?	Le menez-vous au spectacle?
I do take him thither.	Je l'y mène.

To study étudier Instead of Au lieu de.

Obs. B. *Instead of* is in English followed by the present participle, but in French it is followed by the infinitive.

To play Jouer	To listen Écouter
Instead of listening	Au lieu d'écouter
Instead of playing	Au lieu de jouer
Do you play instead of studying?	Jouez-vous au lieu d'étudier?
I study instead of playing.	J'étudie au lieu de jouer.
That man speaks instead of listening.	Cet homme parle au lieu d'écouter.
Have you a sore finger?	Avez-vous mal au doigt?
I have a sore finger.	J'ai mal au doigt.
Has your brother a sore foot?	Votre frère a-t-il mal au pied?
He has a sore eye.	Il a mal à l'œil.
We have sore eyes.	Nous avons mal aux yeux.

The elbow Le coude The back Le dos

The arm	Le bras	The knee	Le genou
Do you read instead of writing?		Lisez-vous au lieu d'écrire?	
Does your brother read instead of speaking?		Votre frère lit-il au lieu de parler?	
The bed	Le lit		
Does the servant make the bed?		Le domestique fait-il le lit?	
He makes the fire instead of making the bed.		Il fait le feu au lieu de faire le lit.	
To learn, learning.		Apprendre, apprenant.	
I learn, thou learnest, he learns.		J'apprends, tu apprends, il apprend.	
I learn to read.		J'apprends à lire.	
He learns to write.		Il apprend à écrire.	

Exercise 76.

Do you go to the play this evening?—I do not go to the play.—What have you to do?—I have to study.—At what o'clock do you go out?—I do not go out in the evening.—Does your father go out?—He does not go out.—What does he do (*fait-il*)?—He writes.—Does he write a book?—He does write one.—When does he write it?—He writes it in the morning and in the evening.—Is he at home now?—He is at home.—Does he not go out?—He cannot go out; he has a sore foot.—Does the shoemaker bring our shoes?—He does not bring them.—Is he not able to work?—He is not able to work; he has a sore knee.—Has anybody a sore elbow?—My tailor has a sore elbow.—Who has a sore arm?—I have a sore arm.—Do you cut me (*Me coupez-vous*) some bread?—I cannot cut you any; I have sore fingers.—Do you read your book?—I cannot read it; I have a sore eye.—Who has sore eyes?—

The French have sore eyes.—Do they read too much?—They do not read enough.—What day of the month is it to-day?—It is the third (Lesson XIV).—What day of the month is it to-morrow?—To-morrow is the fourth.—Are you looking for any one?—I am not looking for any one.—What is the painter looking for?—He is not looking for anything.—Whom are you looking for?—I am looking for your son.—Have you anything to tell him?—I have something to tell him.

On the title page of Collot's *Lévizac's Grammar*, Collot is called "Professor of the French Language in the University of Oxford, England; author of the 'Progressive French School Series;' and late Teacher of the French Language in Philadelphia." (1855). Elsewhere it is stated that the book is "Entered according to the act of Congress, in the year 1844, by James Kay, Jun. & Brother, in the office of the clerk of the District Court of the United States in and for the Eastern District of Pennsylvania."

Collot's "Progressive French School Series" consisted of:

- I & II. Collot's *Lévizac's French Grammar and Exercises*.
Key to the Exercises in the Grammar.
- III & IV. Collot's *Pronouncing French Reader*.
Collot's *Interlinear French Reader*. (1854)
- V & VI. Collot's *French Dialogues and Phrases*.
Collot's *French Anecdotes and Questions*.

Hence it is probable that Collot was a teacher of French, probably in Philadelphia, prior to 1844. His attribution of the Interlinear System of Readers and Grammars to John Locke is very interesting, and in a measure is justified, since Locke did speak approvingly

of such a way of learning languages in his treatise entitled *Some Thoughts concerning Education* (1690). The Inter-linear System, whether due to Locke's influence or not, has had quite a vogue, and several exponents of the system, as we shall presently see, have flourished in this Province.

A lesson from Collot's Interlinear French Reader.

Le Chien et l' Ombre. Fable.

The Dog and the Shadow. A Fable.

Un chien tenait dans sa gueule un morceau de
 A dog was holding in his mouth a piece of
 viande. En traversant une rivière il vit l' ombre de
 meat. In crossing a river he saw the shadow of
 sa proie dans l' eau, et voulut s' en saisir; la viande
 his prey in the water, and wished to seize it; the meat
 tombe, et l' eau s' agite; le chien voit qu' il
 falls, and the water is agitated; the dog sees that he
 s' est trompé; et honteux d' avoir lâché sa
 himself has deceived; and ashamed of having let go his
 proie pour l' ombre, il regagne avec peine le
 prey for the shadow, he regains with difficulty the
 bord. Ne quittez jamais la substance pour l' ombre.
 bank. ²Relinquish ¹never the substance for the shadow.

An exercise on the Article from Collot's Grammar.

The soul of man, without cultivation, is like a diamond in
 âme, f. art. culture diamant, m.
 the rough. Self-love and pride are always the
 brut art. amour-propre art. orgueil

offspring of a weak mind. The top of the mountains,
 partage, m. esprit, m. sommet, m. montagne
 and the bottom of the valleys, are equally agreeable.
 fond, m. vallée

Silk is soft to the touch. The happiness of a feeling
 art. Soie, f. douce toucher, m. bonheur, m. sensible
 man is to relieve the wants of the poor. A man given
 de subvenir à besoin pauvre, m.s. livré

to pleasure was never a great man. He obeyed the orders
 art. plaisir, m. ne fut obéit à ordres
 of the king. The warbling of birds, the murmuring of
 gazouillement, m. art. murmure, m. art.

streams, the enamel of meadows, the coolness of woods,
 ruisseau émail, m. art. prairie fraîcheur, f. art.

the fragrance of flowers, and the sweet smell of plants,
 parfum, m. art. fleur douce odeur, f. art. plante

contribute greatly to the pleasures of the mind, and to
 contribuent beaucoup m.

the health of the body. The history of man, under
 santé, f. corps, m. art. dans

all the circumstances of life, is the study of the wise.
 toutes circonstances art. vie, f. étude sage, m.

What we value is health, frugality, liberty, vigour,
 Ce que estimons c'est art. art. f. art. f. art. f.

of mind and body.
 art. art.

De Lévizac's French Grammar seems to have had a high reputation. There were at least four revised editions

Exercise on Pronominal Verbs from Bolmar's Lévizac (1836).

I commonly walk (by moonlight).

d'ordinaire se promener au clair de la lune.

Dost thou not (deceive thyself) He (is never happy)
se tromper ne se plaire

but (when he is doing) wrong. Do we not (nurse ourselves)
que à faire du mal. s'écouter

too much? How do you do? They mean to travel
se porter se proposer de voyager

in the spring. I (have been) tolerably well for some
à m. se porter assez bien depuis

time. Didst thou not (lose thyself) in the wood? (It is said)
s'égarer On dit

that he (killed himself) (out of) despair. Have we
se tuer de

(flattered ourselves) without foundation? Ladies, have
se flatter fondement Mesdames,

you walked this morning? Did those ladies (recognise
se promener dames se recon-

themselves) in this portrait?

naître à m.

Three of the books recommended by the Education Office of Upper Canada after 1854 were made by P. F. Merlet, Professor of the French Language and Literature in University College, London. Merlet was in London as early as 1853 and as late as 1860, that is at the time when the study of French was being introduced in University

College, Toronto. But his influence upon Toronto seems not to be appreciable. The exercises in his Grammar are of the interlinear sort, as will be seen from the following extract.

Exercise on Irregular Verbs from Merlet's Grammar (1854).

Do you beat him? We were beating them unmercifully.
sans miséricorde

Do not beat her. Beat me as long as you like. Pray
tant que voudrez Je vous prie

do not beat me. Have you beaten them? Let the
architect pull down the house. See how they struggle!
—— e Voyez comme

Struggle as long as you can. They will try to struggle.
tant que pourrez tâcheront de

I have fought. Have we fought as valiantly as you
se battre aussi vaillamment que

hoped? The shepherds were sporting on the grass. We
l'espériez bergers sur herbe

are going to fight. We have just fought. Have you just
fought?

Merlet's Traducteur is described in the Title Page as "Selections, Historical, Dramatic, and Miscellaneous, from the best French Writers, on a Plan calculated to render Reading and Translation peculiarly serviceable in acquiring the French Language." It is accompanied by (1) some interlinear translations, (2) explanatory notes, (3) a selection of idioms, (4) a table of the Parts of Speech,

(5) a table of Verbs. The bulk of the text is made up of anecdotes, amusing and instructive, short articles on agriculture, the arts and trades, sixty pages from Gil Blas, some pages from Paul and Virginia, a short extract from the Grondeur (of 1691), and two or three extracts from less important plays,—in all 288 pages of reading matter.

Of the French Grammars prescribed in earlier times in the curriculum for undergraduates the one which kept its place for the longest period was De Fivas' Grammar. We find it prescribed for First Year Pass French as early as 1859-1860, and as late as 1884-1885, *i.e.*, covering a period of twenty-five years, and from this persistence on the curriculum of University College it gained a reputation which established it firmly in the secondary schools of the Province. The New Grammar of French Grammars by Dr V. De Fivas, M.A., F.E.I.S., Member of the Grammatical Society of Paris, etc., may have received its title as a tribute to the popularity of the "Grammaire des Grammaires, par C. P. Girault-Duvivier," whose Eighth Edition in two volumes was published in Paris in 1834, having been dedicated to King Louis XVIII in 1814. De Fivas' first preface in England was dated London, 1860, and the Forty-Fifth Edition was dated London, 1881. De Fivas had other books, such as: New Guide to Modern French Conversation, 29th Edition; Beautés des Écrivains Français, Anciens et Modernes, 15th Edition; Le Trésor National, 6th Edition; Introduction à la Langue Française 26th Edition (much used as a French Reader in the High Schools of Ontario). The statements of theory are clear, and there are many useful tables and lists in the Grammar of Grammars, but the exercises have the defects which are characteristic of the interlinear type of book. An exercise follows:

An exercise from De Fivas on Personal Pronouns as Objects.

Exercise CLXXXI.

You suspect me (without reason).—He has rewarded
 soupçonner mal à propos récompenser

me generously.—God is a father to those who love Him,
 généreusement le de ceux

and a protector to those who fear Him.—(As soon as) my
 le de craindre Dès que

sister (shall have) arrived, I will go and see her.—Vice
 sera art.

often deceives us under the mask of virtue.—We shall
 masque m. art.

go and see you after dinner.—Do you not see them?—
 après dîner

Whoever flatters his masters betrays them.—I know it.—
 maître trahir

We hear her and her brother.—Have you observed the
 entendre observer

baroness and him?—We know neither them nor you.—
 connaître ni ni

They have suspected you, them, him, and even me.—
 m. soupçonner

They fear thee and us.—I love only thee.
 f. craindre

Thomas Kerchever Arnold (1800-1853), Rector of Lyndon, was an extremely successful maker of language manuals, as well as a voluminous writer on theological

topics. His first success was with a Greek book (1841). Then followed a Latin book. Then, with the collaboration of others, he produced books for the teaching of English Grammar, French, Italian, Hebrew. His French book is of a very common type, in which the explanations are in English, with exercises of translation from French into English, and from English into French. A vocabulary accompanies each lesson, and Arnold adds the Latin words from which the French words are derived. An extract follows, containing a complete lesson.

Lesson on Personal Pronouns from Arnold's First French Book.

Lesson 2. Personal Pronouns.

We have given the personal pronouns as they stand as the subject or 'nominative case to the verb'. We here give the usual forms of their accusative and dative cases, as governed by verbs.

	Nominative		Accusative		Dative	
I	je	me	me	to me	me	
thou	tu	thee	te	to thee	te	
he	il	him	le	to him	lui	
she	elle	her	la	to her	lui	
we	nous	us	nous	to us	nous	
you	vous	you	vous	to you	vous	
they	ils	them	les	to them	leur	
they (f.)	elles	them (f.)	les	to them (f.)	leur	

Observe that the dative is like the accusative, except for the third person. These forms (me, te; nous vous) are also used for the accusative of the reflexive pronouns (that is, for myself, thyself; ourselves, yourselves), when there is no emphasis on the -self, -selves.

The unemphatic form for himself, herself, itself, them-

selves is *se*. *Se* is also used for the dative (to or for himself, &c.)

Il me blâme, he blames me

Il te blâme, he blames you (thee)

Ils se blâment, they blame themselves

Il me donne une poire, he gives me a pear (gives to me a pear).

Observe that *me*, *te*, &c. precede the verb.

Vocabulary

To blame, *blâmer* (*blasphemare*)

To give, *donner* (*donare*)

To kill, *tuer*

To flatter, *flatter*

To lend, *prêter* (*præstare*)

To praise, *louer* (*laudare*)

To cut, *couper*

To despise, *mépriser*

To carry, *porter* (*portare*)

To look for, *chercher* (*quericare*)

Nail (of finger or toe), *ongle*, (*ungula*)

Each other, *l'un l'autre* (literally the one the other)

One, *un* (*unus*). Other, *autre* (*alter*)

A, *An*, *un*, Fem. *une*

They hate each other, *Ils se haïssent l'un l'autre*

She cuts her nails, *elle se coupe les ongles*

So of other actions done to the person: such as to break one's head (or another's head), wash one's hands, &c.

Apple, *pomme*, *la* (*pomum*)

Pear, *poire*, *la* (*pirum*)

Penknife, *canif*, *le*

Knife, *couteau*, *le* (*cultellus*)

Pen, *plume*, *la* (*pluma*)

Fork, *fourchette*, *la* (*furca*)

Well, bien (bene)

Better, mieux (melius)

Very, très

I am well, better, &c., Je me porte bien, mieux, &c. (I carry myself well, better, &c.)

Exercise 2

(Note. The plural of *the* is *les* for both genders. If a plural substantive occurs in these first exercises, the *pu* is to form its plural by adding *s*.)

1. Il me donne une pomme. 2. Je me tue. 3. Tu te flattes. 4. Vous les cherchez. 5. Il me prête un canif. 6. Ils se louent l'un l'autre. 7. Ils lui donnent un couteau. 8. Je te donne un verre. 9. Ils te méprisent. 10. Je me coupe les ongles. 11. Elles se portent bien. 12. Je me porte mieux. 13. Il m'aime. 14. Je lui donne une plume. 15. Ils me flattent. 16. Je leur prête un couteau. 17. Le maître les blâme. 18. Ils se blâment l'un l'autre.

1. I am looking for you. 2. She lends me a knife. 3. The boy is cutting his nails. 4. She despises me. 5. The master praises you. 6. He lends them a glass. 7. She lends me a fork. 8. The master is better. 9. The boy is well. 10. You (sing.) blame me. 11. They flatter each other. 12. She is lending me a penknife. 13. She flatters herself. 14. They flatter themselves. 15. They are very well. 16. You are cutting your nails. 17. You are lending me the pens.

(Jean) Louis Fasquelle (1808-1862) was Professor of Modern Languages and Literatures in the University of Michigan. He published his *New Method of learning French* in 1860. It was revised, enlarged, and corrected at various times by such as Professors De Lolme, Roubaud, and Sykes, and published by various firms such as

Iverson, Phinney, Blakeman & Co., New York; Cassel & Co., London; Copp, Clark & Co., Toronto. The book is of that large class to which Arnold's book belongs, where the explanations are in English, and where there are two kinds of exercises: French into English, English into French, accompanied by a French-English vocabulary. There follows here a complete lesson:

A lesson from Fasquelle:

Leçon IV

Lesson IV

The Article *le, la*.—Gender.

1. In French the article has, in the singular, a distinct form for each gender.

Le fils, the son; La fille, the daughter, the girl;
Le frère, the brother; La sœur, the sister.

2. Before a word commencing with a vowel or an *h* mute, the article is the same for both genders.

L'aïeul, the grandfather; L'aïeule, the grandmother;
L'hôte, the landlord; L'hôtesse, the landlady.

3. There are in French only two genders, the masculine and the feminine. Every noun, whether denoting an animate or an inanimate object, belongs to one of these two genders.

Masc.	L'homme, the man;	Le lion, the lion;
	Le livre, the book;	Le papier, the paper;
	L'arbre, the tree;	Le bois, the wood.
Fem.	La femme, the woman;	La lionne, the lioness;
	La table, the table;	La feuille, the leaf;
	La plume, the pen;	La porte, the door.

4. Avoir, to have, in the Present of the Indicative.

	Affirmatively		Interrogatively
J'ai	I have	Ai-je?	Have I?
Tu as	Thou hast	As-tu?	Hast thou?

Il a	He has	A-t-il?	Has he?
Elle a	She has	A-t-elle?	Has she?
Nous avons	We have	Avons-nous?	Have we?
Vous avez	You have	Avez-vous?	Have you?
Ils ont, m.	They have	Ont-ils? m.	Have they?
Elles ont, f.	They have	Ont-elles? f.	Have they?

5. The *e* of the pronoun *je* is elided, when that pronoun comes before a vowel or an *h* mute.

6. In interrogative sentences, when the third person singular of a verb ends with a vowel, and is immediately followed by a pronoun, a *t*, called euphonic, must be placed between the verb and the pronoun.

A-t-il?	Has he?	A-t-elle?	Has she?
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Résumé of Examples

Le père a la viande, vous avez le café, et j'ai l'eau.	The father has the meat, you have the coffee, and I have the water.
L'homme a le pain, l'enfant a le sel, et nous avons le poivre.	The man has the bread, the child the salt, and we have the pepper.

Exercise 5.

Avoine, f. oats	Monsieur, Mr, sir
Blé, m. wheat	Non, no
Boucher, m. butcher	Oui, yes
Boulangier, m. baker	Pain, m. bread
Cheval, m. horse	Plume, f. pen
Eau, f. water	Qui, who
Et, and	Sel, m. salt
Farine, f. flour	Seulement, only
Fille, f. girl, daughter	Table, f. table
Frère, m. brother	Thé, m. tea
Livre, m. book	Viande, f. meat

Madame, madam
 Mademoiselle, miss
 Meunier, m. miller

Vin, m. wine
 Vinaigre, m. vinegar

1. Qui a le pain? 2. Le boulanger a le pain. 3. A-t-il la farine? 4. Oui, monsieur, il a la farine. 5. Avons-nous la viande? 6. Oui, monsieur, vous avez la viande et le pain. 7. Le meunier a la farine. 8. Le boulanger a la farine et le blé. 9. Avons-nous le livre et la plume? 10. Oui, mademoiselle, vous avez le livre et la plume. 11. Le boucher a la viande. 12. Le meunier a la viande, et j'ai le café. 13. Avez-vous l'eau et le sel? 14. Oui, monsieur, nous avons l'eau, le sel, et l'avoine. 15. Avons-nous le thé? 16. Non, monsieur, la fille a le thé, le vinaigre, et le sel. 17. Ai-je le vin? 18. Non, madame, vous avez seulement le vinaigre et la viande. 19. Avez-vous la table? 20. Oui, madame, j'ai la table.

Exercise 6.

1. Have you the wheat? 2. Yes, sir, I have the wheat. 3. Who has the wheat? 4. The butcher has the meat, and the salt. 5. Has he the oats? 6. No, madam, the horse has the oats. 7. Have we the wheat? 8. You have the wheat and the flour. 9. Who has the salt? 10. I have the salt and the meat. 11. Have we the vinegar, the tea, and the coffee? 12. No, sir, the brother has the vinegar. 13. Who has the horse? 14. The baker has the horse. 15. Have we the book and the pen? 16. No, miss, the girl has the pen, and the miller has the book. 17. Have you the table, sir? 18. No, sir, I have only the book. 19. Who has the table? 20. We have the table, the pen, and the book.

Émile Coulon was French Master in the Model Grammar School (1858-1863), and published in 1862 his

Nouvelle Grammaire Française. It contains three parts: (1) comprises 3 exercise lessons, (2) is a formal grammar, (3) is a brief French Reader. Here follows a brief description of the lessons of Part I.

Lessons from Coulon's Grammar.

First Lesson.—The Vowels are given with examples. No exercises.

Second Lesson.—The Diphthongs (so called), the Nasals, and the Consonants are given with examples. No exercises.

Third Lesson.—The Articles (le and un) are given with examples. No exercises.

Fourth Lesson.—The Possessive Adjectives are given with examples. No exercises.

Fifth Lesson.—The Demonstrative Adjectives are given with examples. No exercises.

Sixth Lesson.—The Relative and Absolute Pronouns are given with examples. No exercises.

Seventh Lesson.—Some Vocabularies are given. No exercises.

Eighth Lesson.—The Demonstrative Pronouns are given with examples. No exercises.

Ninth Lesson.—Recapitulation of the preceding lessons with the following exercise.

These houses are high f. pl.; they f. pl. are higher than mine f. pl.—Have they seen my m. horse and my m. dog? they are very faithful pl.—That f. poor woman is very ill; she is poorer and more ill than that man.—Our father's uncle has lost a f. pen f.—That dog is pretty m.; it is prettier m. and larger m. than my neighbour's dog.—Who has bought a m. larger m. hat than that m. which I have?—Our child is younger than that m. of thy uncle.—His m. exercise m. is less difficult than that m. which (acc.) your master has given to your little cousin.—This

f. task is more difficult than that f. which (acc.) you have in your book m.—The f. house of the gardener is larger f. than that f. of your neighbour.—Thy m. hat is smaller than mine m., and that m. of thy mother. Etc. Etc.

There follow twenty-eight exercises of the type of the ninth.

Émile Pernet, Lecturer in French in University College (1866-1883), was the author of a French Class Book published in 1871. In the preface it is said that this is the first French Book published in this Province, which would seem to be an error, if Coulon's book was published in 1862. The exercises are mostly of the type: Translation, French into English, English into French. A description of nine exercises follows:

Lessons from Pernet's Grammar.

Chapter I.—Sounds, punctuation. No exercises.

Chapter II.—Definite and Indefinite Article.

French Exercise I.

Remark.—All French exercises should be first read carefully in French, translated into English, and then committed to memory.

1. Où est l'ami? 2. Avez-vous l'argent? 3. J'ai le bois.
4. Nous avons le cuir. 5. Ils ont les bas. 6. Où est le monsieur? 7. Elle a le bas et le coton. 8. La dame a le cuir et le bas. 9. Ils ont le bois. 10. Où est la demoiselle?
11. J'ai un devoir. 12. Elle a une chaise.

Then follow eight chapters, each with a French exercise like Exercise I. At Chapter X the English exercises begin, and they are recapitulatory.

English Exercise I.

1. The lady has the cloth. 2. The task is easy. 3. The

cloth is good. 4. Where is the lady? 5. The wine is bad. 6. They have a chair. 7. We have a friend (masc.). 8. Who has the stocking? 9. Thou hast the cotton and leather. 10. Who has a good task? 11. The pupil is diligent. 12. The cotton is soft.

Then follow eight English exercises. After that there are nine French exercises, followed by a series of nine Recapitulatory English exercises, and so on to the end of the book. The whole number of exercises is large.

Auguste Brachet (1844-1898) was an eminent scholar of his day. He produced such works as *Grammaire historique de la Langue Française* (1867), *Dictionnaire étymologique de la Langue Française* (1870). He also made a grammar for use in French schools adapted for the use of English schools by Rev. P. H. E. Brette and Gustave Masson. It was used by undergraduates of University College about 1880. The book is of the type of Arnold and Fasquelle already mentioned. An exercise (with vocabulary) follows hereupon:

Exercise from Brachet's Grammar.

On Demonstrative Adjectives Exercise 17.

1. Cette gravure est très belle. 2. Cet enfant a un vilain caractère. 3. J'aime ce cheval-ci, mais ce cheval-là est trop vieux pour moi. 4. Ces jardins-ci sont la propriété de mon père. 5. Cette dame est très aimable. 6. Pourquoi battez-vous ces enfants-là? 7. Que dites-vous de ces jeunes personnes? 8. Ces raisins sont excellents. 9. Ce dictionnaire-ci n'est pas complet. 10. Ces souliers-là sont trop étroits.

Soulier (m.), blessent, jeune demoiselle, dites que, déchiré, aimable vieillard, maire (m.), prenez, mûr, vu, large, propriété (f.), caractère (m), battez, habit (m.) h m.

1. This child. 2. These generals. 3. I do not like these old horses. 4. This garden belongs to my father. 5. Those shoes hurt that young lady. 6. You say that this engraving is torn. 7. That amiable old man is the mayor of the town. 8. Take these grapes; they are ripe. 9. Have you seen that dictionary? 10. These hats are too wide. 11. This lady has a fine estate. 12. The temper of that child is abominable. 13. Dust this coat.

In the whole book there are sixty-six exercises.

Henri Bué was French Master at Merchant Taylor's, London. The preface to his *First French Book* is dated London, September, 1877. It is a book of the same kind as Arnold's already mentioned. A lesson follows:

A lesson from Bué's *First Book*.

Lesson IV. The Definite Article with *à* (to or at), and *de* (of or from), and the Possessive Case. The singular.

au is to the, and *du*, of the, before a noun masculine singular beginning with a consonant or *h* aspirate: *au père, du père; au hibou, du hibou.*

à la is to the, and *de la*, of the, before a noun feminine beginning with a consonant or an *h* aspirate: *à la sœur, de la sœur; la haie, de la haie.*

à l' is to the, and *de l'*, of the, before any singular noun beginning with a vowel or an *h* mute: *à l'enfant, de l'homme.*

Translate: my brother's pen, by *la plume de mon frère*, literally: the pen of my brother.

Translate: some or any, by *du, de la, or de l'*; some bread, *du pain*; some meat, *de la viande*; some water, *de l'eau*.

Some or any, often omitted in English, must be expressed in French before every noun.

J'ai, I have *eau* (f.), water *livre* (m.), book

donné, given	Louis, Lewis	as-tu? hast thou?
à, to	mon, my	bière (f.), beer
Charles, Charles	ma, my	pain (m.), bread
il, he	mais, but	viande (f.), meat

1. J'ai donné du pain au frère de Charles. 2. Il a donné de la viande à la sœur de Louis. 3. A-t-il donné de l'eau à l'enfant? 4. Non, mais il a donné de l'eau au hibou et de la bière à l'homme. 5. As-tu donné le livre de mon frère à Charles? 6. Non, mais j'ai donné les plumes de ma sœur à Louis.

1. Hast thou my sister's pens? 2. No; I have my father's book. 3. I have given some water and some meat to Charles' sister. 4. Has he given some bread and some beer to the man? 5. Yes; and he has given some meat to the owl. 6. Lewis has given the pupil's book to Charles.

Pujol and Van Norman's French Class Book dates from 1860. The edition that was used in University College in 1880 was dated 1873. It was on the University curriculum from 1869 to 1882. It was also authorised for use in the High Schools of Ontario in 1875. The book is in four parts, (1) Grammar with exercises, pp. 125, (2) French Syntax, pp. 128-274, (3) Conversations, pp. 276-314, (4) Literature, Translation, pp. 316-540. The exercises were of the Arnold type. An English-French exercise follows:

An exercise on Pronouns from Pujol and Van Norman.
 Rules on Personal Pronouns. Rules on Possessive Pronouns.

Vocabulary.———.

My watch is on the table, bring it to me. These letters are for William, send them to him. My sisters' letters have (are) arrived, send them to them. If the servant has my parcel, let him bring it to me. If a parcel arrives, do

not send it to me, but do not send it to him. Your wine is good, send me ten bottles (of it). He likes pears, send some to him. Keep those pears; do not give me any, and do not offer any to him. I wish to go to the theatre, take me to it. If my brothers wish to go to it also, take them (to it). If my sisters wish to go the circus, do not take them (to it), I read and write from morning till evening. We read and write all the day. I neither read nor write to-day. You neither read nor write, my dear daughter. He writes and will read afterwards. She writes that she will arrive to-morrow. He writes and does not read. Here are your gloves, Mr John, and there are thine, my dear Peter. My book is prettier than yours. My father's dog is not so strong as theirs.

A very consistent exponent of the direct or natural method of teaching languages was M. D. Berlitz. Berlitz schools were established in the United States as early as 1878, and have spread to many other countries. Berlitz Method books have been made for teaching many languages, such as: French, German, English, Spanish, Italian, Russian, Bohemian, Swedish, Danish, Portuguese, Polish, Dutch, Hungarian, Japanese. In all these the rule is rigidly adhered to of using only the language in which the learner is being instructed. The mother tongue is completely ignored. The explanations are all in the language which is being learned. No bilingual vocabularies are employed. The first lessons are object lessons by means of which the pupil learns the names of objects as they are pointed out or handled. Later other pedagogical principles are utilised, such as teaching by association of ideas, and teaching grammar by examples and demonstrations, instead of by learning rules and exceptions. Extracts from the First French Book follow here to give a fuller

comprehension of these matters, as well as to show what Berlitz lessons are like.

The Berlitz Method is explained in the following statement, given at p. 5 of the Premier Livre:

Moyens Employés

1. Enseignement par les leçons de choses.

Les premières leçons de la Méthode Berlitz sont des leçons de choses qui obligent l'élève à associer directement sa pensée avec les mots de la langue étrangère. Il emploie ainsi, spontanément, la langue étrangère, qu'il substitue à sa langue maternelle.

2. Enseignement par l'association des idées.

Le procédé objectif à lui seul serait insuffisant. Les mots abstraits, par exemple, ne sauraient être enseignés de cette façon. C'est alors qu'intervient le procédé, si fécond, de l'association des idées, ou explication par le contexte. De même que dans une équation algébrique, la valeur de l'inconnue est trouvée par le rapport qu'elle a avec les quantités déjà connues, de même l'enchaînement des idées, la relation évidente qui existe entre l'ensemble des mots connus et l'expression nouvelle, la font comprendre sans difficulté.

3. Enseignement de la grammaire par exemples et démonstrations.

La grammaire n'est pas, ne doit pas être négligée. Mais au lieu de ce fourmillement de règles pédantesques et d'exceptions qui les contredisent, seuls, les exemples restent; ils vivent dans des conversations animées: une pratique constante rend naturelles les formes correctes, et l'élève désormais parle "selon la grammaire", non pour obéir à telle ou telle règle apprise par cœur, mais parce qu'il a acquis "le sentiment de la langue" auquel la grammaire elle-même est soumise, et que parler autrement choquerait son oreille.

A lesson from Berlitz.

Première Leçon

Le livre	La plume	La table
Le crayon	La chaise	La porte
Le papier	La boîte	La fenêtre

Qu'est-ce que c'est? Le livre, la table, etc.

Est-ce le livre? { Oui, c'est le livre.

{ Non, ce n'est pas le livre.

Est-ce le crayon? la plume? la chaise? la table?

Vêtements: Le veston, le gilet, le pantalon, le chapeau, le gant, le col, la bottine, la robe, la cravate, la manchette, le mouchoir.

Another lesson from Berlitz.

Huitième Leçon.

Vous avez un crayon; moi, j'ai trois crayons. J'ai plus de crayons que vous. Vous avez dix francs; Monsieur Legrand a cinq francs. Vous avez plus d'argent que Monsieur Legrand. Monsieur Legrand a moins d'argent que vous.

J'ai cinq livres; vous avez deux livres. Ai-je plus de livres que vous? Avez-vous moins de livres que moi? Qui a le plus de livres, vous ou moi?

Vous avez cent francs; j'ai cinquante francs. Combien avez-vous d'argent? Combien ai-je d'argent? Avez-vous plus d'argent que moi? Ai-je plus d'argent que vous? Qui a le plus d'argent, vous ou moi?

Le gros livre a 300 pages. Le petit livre a 50 pages. Quel livre a le plus de pages?

J'ai 20 francs, vous avez 30 francs, Monsieur Guye a 20 francs. J'ai moins d'argent que vous, mais j'ai autant d'argent que Monsieur Guye. Ai-je autant d'argent que vous? Avez-vous plus d'argent que moi? Ai-je autant d'argent que Monsieur Guye? Avez-vous autant de

livres que moi? Le petit livre a-t-il autant de pages que le gros livre?

Dans le gros livre, il y a beaucoup de pages, dans le petit livre il y a peu de pages. Sur la table du professeur il y a beaucoup de livres. Vous avez beaucoup de cheveux, Monsieur Berlitz a peu de cheveux. Le baron de Rothschild a beaucoup d'argent. Moi, j'ai peu d'argent dans ma poche. Y a-t-il beaucoup d'élèves dans cette classe? Avez-vous beaucoup d'argent dans la poche? Monsieur de Rothschild a-t-il plus d'argent que vous? Monsieur Berlitz a-t-il beaucoup de cheveux? Y a-t-il beaucoup de plumes dans cette boîte?

J'ai une boîte d'allumettes. Je mets des allumettes sur la table et je mets des allumettes sur la chaise. Qu'est-ce que je mets sur la table?

Qu'est-ce que c'est? C'est une boîte de plumes.

Qu'est-ce que c'est? C'est une plume.

Qu'est-ce que c'est? Ce sont des plumes.

Qu'est-ce que c'est? Ce sont les plumes.

Qu'est-ce que c'est? C'est une boîte d'allumettes.

Qu'est-ce que c'est? C'est une allumette.

Qu'est-ce que c'est? Ce sont des allumettes.

Qu'est-ce que c'est? Ce sont les allumettes.

Il y a des livres sur la table et il y a des livres sur les chaises. Les livres rouges sont sur la table et les livres noirs sont sur les chaises.

De quelle couleur sont ces chaises? L'une est brune et l'autre est noire. Les deux chaises sont-elles de la même couleur? Non, elles sont de couleurs différentes. Quelle est la différence entre ces deux chaises? L'une est brune, l'autre est noire. Ces livres sont-ils de même couleur? Avez-vous le même nombre de livres que moi?

IV

FRENCH TEXTS READ IN SCHOOLS

HAVING discussed the Grammars which have been used in our Secondary Schools, we may now look at the French Texts which have been mentioned in the programmes of Upper Canada College, Upper Canada Academy, and the Grammar Schools. They form an interesting list of important samples of French Literature, —some of them indeed of the highest rank. It is curious to observe that the great names of literature are more conspicuous in the earlier period. Down to about 1866 nearly all the names of books are great ones, from 1866 until 1878 it is not easy to tell from the official records what texts were read, and from 1878 onwards there seems to be a tendency to prescribe the works of less well known authors, although great masters are still found on the list. Thus from 1879 to 1885 we find Souvestre's *Un Philosophe sous les Toits*, and Bonnechose's *Lazare Hoche* alongside Corneille's *Horace*, and Racine's *Iphigénie*, and Lamartine's *Christophe Colomb* (this last being a little hard to place). It would seem that during the last four or five decades more emphasis has been laid on material which would serve to teach the language, regardless of high literary value, than upon the reading of great books.

Pierre Corneille, (1606-1684), is one of the great names of French Literature, and the tragedy, *Horace* (1639), which was one of our texts at matriculation, is one of his greatest works. It does not seem to have remained long on the list, but it was there in 1878 and 1880, at least.

The writer remembers that, while he was reading it at school, he felt that it was not well chosen as a matriculation text.

Molière (1622-1673) is reckoned as the greatest writer of comedies in the French language. But *Les Fourberies de Scapin* (1671) is not considered as one of his great works. It is a clever farce in which Scapin, a wag, helps his young master, by his trickeries, to get married to the object of his affections, in spite of the desires of the young master's father. It is an imitation of the *Phormio* of Terence, the Latin writer.

Boileau (1636-1711) was one of the most influential writers of his day. The list of Englishmen who imitated him is a long and important one. In the programme of Upper Canada College we have no definite work of his mentioned. We may imagine that the Selections were drawn from the *Satires*, *Epistles*, the *Lutrin*, the *Art Poétique*, etc., many of which contain lines which were well known to all the cultivated people of Europe and America.

Jean Racine (1639-1699), holds a very high place amongst the literary men of France. One of his masterpieces, *Iphigénie* (1675), was on the list of books for matriculation in 1882 and 1884.

Fénelon (1651-1715), archbishop of Cambrai, who was tutor to the Duc de Bourgogne, grandson of Louis XIV, wrote two books for the instruction of his royal pupil, *Les Dialogues des Morts*, and *Les Aventures de Télémaque* (1699), which were used in our secondary schools for a certain length of time. The *Dialogues* were after the pattern of those of Lucian, a Greek writer of the second century of our era. There are seventy-nine of them, conducted by great personages of antiquity, such as Ulysses and Achilles, Xerxes and Leonidas, Socrates and Alci-

biades, Plato and Aristotle, and also by personages of modern times such as Leonardo da Vinci and Poussin, Charles V and Francis I, Henry VII and Henry VIII, and sometimes by fictitious characters like Harpagon and Dorante of Molière's creation. The Adventures of Telemachus is the best known of Fénelon's works. It had a great vogue, and was often translated into other languages. Telemachus, son of Ulysses, is represented as searching for his father, after the fall of Troy, in many countries—in Phœnicia, Cyprus, Crete, etc. The great interest of the book lies in the fact that all the experiences of Telemachus and his guide Mentor serve as lessons in morals and politics to Fénelon's pupil, who, he hopes, will some day be king of France. So much so that when *Télémaque* appeared it was looked on as a satire on the government of Louis XIV; and it is commonly said that he was punished for it by the withdrawal of royal favour. Macaulay says of it in his essay on Mirabeau (July, 1832), "We can distinguish in it, if we are not greatly mistaken, the first faint dawn of a long and splendid day of intellectual light."

Montesquieu (1689-1755), through his great book *L'Esprit des Lois* (1748), exercised a profound influence on the political thought of France. But it was a much smaller book, *Les Considérations sur les Causes de la Grandeur et de la Décadence des Romains* (1734), which was prescribed for matriculation into the Department of Law of the University of Toronto, and so became a subject of study in our Grammar Schools. It was on the list for a number of years,—at least from 1859-1860 until 1864-1865. Montesquieu was a masterly writer of serious prose.

Voltaire (1694-1778) was the most voluminous writer of his day, and he was well represented on the programmes

of our schools. We find *La Henriade*, *L'Histoire de Charles XII*, and (probably) *Le Siècle de Louis XIV* on the curricula of Upper Canada College and Upper Canada Academy. The *Henriade* (1728) is an epic poem whose hero is Henri IV, and whose subject is the siege of Paris, begun by Henri III and Henri IV, and finished by the latter alone. It was first published in London during Voltaire's sojourn in England. There are several passages in the poem where the author expresses his admiration for the people of England, for the liberty they enjoy, and for the institutions which they have developed. Let us take some lines from a fine passage in the first Canto, in which the glories of the English are celebrated:

Ils sont craints sur la terre, ils sont rois sur les eaux;
 Leur flotte impérieuse, asservissant Neptune,
 Des bouts de l'univers appelle la fortune;
 Londres, jadis barbare, est le centre des arts,
 Le magasin du monde, et le temple de Mars.

L'Histoire de Charles XII, roi de Suède, was first published in 1731. It was the story of the life of a very remarkable man written by a man of brilliant qualities. It kept its place on the list of texts for our schools for a long time, and was worthy of the esteem of teachers. We find it as late as 1864. The histories of Louis XIV and Louis XV mentioned in the list were probably the books of Voltaire which treated of these two kings. Voltaire's *Siècle de Louis XIV* was published in 1751. He tells us in the introduction: "Ce n'est pas seulement la vie de Louis XIV qu'on prétend écrire, on se propose un plus grand objet. On veut essayer de peindre à la postérité, non les actions d'un seul homme, mais l'esprit des hommes dans le siècle le plus éclairé qui fut jamais." The *Siècle*

de Louis XV was not treated so fully and is less important. Their use as texts in our schools was limited.

Lamartine (1790-1869) is one of the great names of French Literature, but his work, *Christophe Colomb* (1863), which was prescribed for matriculation, was not one of his great books. It was one of a number of biographies of great men, made by him, which might be called 'pot-boilers'. John Squair's annotated edition of *Christophe Colomb* (1886) was the first book the writer produced. The book was on the curriculum as early as 1879 and as late as 1885.

Émile de Bonnechose (1801-1875) was a writer of the second rank. He wrote some plays, but his work lay chiefly in the realm of history. Two of his books have been upon the curriculum of the University: *Lazare Hoche* (1867), and *L'Histoire de France* (1834). The former was prescribed for matriculation as early as 1879, and as late as 1885. William Tytler, LL.D., once Head Master of the Guelph High School, published an annotated edition of it. The *History of France* was used in the undergraduate course of University College as early as 1855.

Émile Souvestre (1806-1854) was a writer of the second rank. He produced some plays, and some novels. *Un Philosophe sous les Toits* was published in 1850, and was prescribed for matriculation during a certain period of time beginning with 1878. It was esteemed for its simplicity of matter and style.

THE WRITER BEGINS FRENCH AT
NEWCASTLE HIGH SCHOOL

IN the township of Clarke, near Orono, where the writer was brought up, very little was ever heard of French. John Biette, a cooper of Orono, was the only man the writer remembers to have seen in his youth, who spoke French. Although Mr Biette's command of English was weak, he does not seem to have used French very much, for his boys grew up speaking English as if it were their mother tongue. Peter Harnois, a pump maker of Orono, was also a Frenchman, but he does not seem to have used the language much, if at all. Francis Hunt, teacher in School Section No 9, in 1860, and a little earlier in Orono, probably gave lessons in French and Latin to young men preparing for admission to law or medicine, but such a fact made next to no impression on the bulk of the community. In the writer's family French was not spoken or read. We heard something about French through the medium of the *Toronto Globe* which made many attacks on the French Canadian politicians who were in the same party as John A. Macdonald, or through that of the *Presbyterian Record* which kept us informed of the needs of the missionaries who were labouring in the interests of Presbyterianism amongst the population of Lower Canada.

The first attempt on the part of the writer to learn French was made during a brief attendance of three months at the Newcastle High School in the year 1871.

According to the Report of the Chief Superintendent of Education there were 63 pupils attending the Newcastle school that year of whom 14 took French, 20 took Latin, 1 took Greek, none took German, and 12 took Geometry and Algebra. William Ware Tamblin, B.A. (1865 Tor.) was Head Master, and he had no assistant. It is natural to ask what sort of teaching was being done in French at that date.

There is an interesting paragraph in Appendix A (p. 4) to the Annual Report of the Superintendent of Education for 1871 which throws some light on the teaching of French in the High Schools at that time. The High School Inspectors, Rev J. G. D. MacKenzie and James A. McLellan, in referring to the teaching of French and German in the whole Province speak thus. "German is taught in a few of our High Schools; French, in all, with one or two exceptions. By far the greater proportion of those pupils who have taken French, are girls. It is gratifying to observe this growing taste amongst our girls for a graceful and elegant language, so peculiarly a woman's study and accomplishment as French is. It is to be hoped that such works as the 'History of Charles XII', and Corneille's tragedy, 'Horace', will come to the aid of a high and pure English literature, in fortifying the minds of our young women against the many publications of the day, that are calculated to turn the heads of young people, and to destroy the charities and joys of the Christian home. We do not doubt that the French which is acquired at our High Schools by the more advanced pupils, will be turned to good account, though we cannot refrain from adding, that it would be none the worse for greater attention to purity of accent."

And we have still more pertinent evidence as to the teaching of French in the Newcastle High School in 1871.

On May 25, 1871, Mr MacKenzie paid the school an inspectoral visit, and his report (in manuscript, preserved in the office of the Education Department, Toronto), regarding the French in the Newcastle school that day runs in part as follows. "The Horace (in a class of three boys and three girls) was particularly good. In scansion, translation, and parsing, the three boys acquitted themselves very creditably. Mr Tamblyn had evidently done his best with the class (as I believe him to be faithful with all his work) and had every reason to be gratified at the result. The French (in another class of two boys and three girls) was very fair as to translation and parsing, but the pronunciation was simply distressing."

It would not be prudent to draw inferences that are too certain from these passages. But we shall perhaps be justified in saying that the pupils of Newcastle were well drilled in French grammar, but not in pronunciation, and that they were taught how to translate into smooth and idiomatic English. And these conclusions agree pretty well with the writer's recollections. The writer, however, desires to confess that his views on the quality of Mr Tamblyn's teaching of French cannot carry great weight, from the fact that the time devoted by him to this subject was short. He remained in the lowest class, where the pronunciation was regarded by the Inspector as "distressing". He did not reach the stage of reading "Horace", and is unable to say how well that difficult text was done.

There are some points which are brought out pretty clearly in the inspectoral reports. One is the belief in the suitability and attractiveness of French as a subject for young ladies. No doubt this is true, but this idea has often been insisted on in such a way as to lead people to

believe that French is unsuitable for boys, and that less well equipped teachers would do for French as compared with teachers of Latin, Greek, and Mathematics.

Another view pretty clearly stated is that the great value of the study of French is in the help it gives in the study and practice of English. There is some truth in this, but to emphasise this point would tend to lead teachers and pupils astray, and destroy good teaching of French. The teaching of any subject in school is hardly to be justified by the indirect advantages derived therefrom. As the writer reflects on these matters now, he is convinced that these two ideas have been quite inimical to good teaching of French in this Province.

As to his own reasons for taking up the study of French in Newcastle, the writer remembers that he said to himself, "I am a Canadian, and a large proportion of my fellow citizens are of French origin, consequently it is a privilege and a duty to learn their language, so as to understand them." The writer did not dream that he ever would be a teacher of French. He made his choice of French in preference to Latin, largely because he considered it his duty to understand his fellow citizens. It may seem to the reader that such a reflection on the part of an inexperienced young man means little. Certainly he did not understand the full significance of learning French so as to know his French fellow citizens. He did not guess at all that was involved in such an enterprise. The psychology of a race is a phrase which may be easily said, but long years of study may be necessary to grasp what it means. Certainly the writer has been slow in overtaking the task in relation to the French, but he made a beginning, albeit a small one, in the elementary French class of Newcastle High School in 1871, in that awful

winter of the *Année Terrible*, when, the world over, Frenchmen's hearts were deeply torn at the calamities endured by France. And the learning of French thus begun by him has continued till now under varying conditions, and will never be finished.

Two other points regarding the Newcastle experience may be mentioned. The first refers to the qualifications of Mr Tamblyn as a teacher of French, and the second to the text-books used in the French classes. Mr Tamblyn had taken a good course in French in University College, being prize winner in French in the First, Second, and Third Year, and silver medallist in Modern Languages at graduation in 1865. And as regards diligence no teacher ever surpassed him. The only point on which he probably was lacking was that, not having lived much among French people, he had not acquired full mastery of shades of pronunciation, and freedom of idiomatic expression. As to the books used, in addition to the History of Charles XII and Corneille's Horace in the advanced class, there were De Fivas' Grammar, and French Reader in the lowest class. From these books one might acquire a fair knowledge of the grammatical principles of the language, but one could not hope for more than a limited acquaintance with vocabulary and idiom. At another place in this book (p. 30) there is a discussion of De Fivas' Grammar along with a number of other French grammars which have been used in the schools and colleges of Ontario.

An interesting experience in teaching and learning was afforded the writer by holding a position under Mr W. W. Tamblyn on the Staff of the Oshawa Union School, during the last three months of 1875. He seized the opportunity of taking some lessons in Latin and French from Mr Tamblyn. The French part of the work consisted chiefly

in writing out a number of exercises from De Fivas' Grammar. The writer still preserves an old exercise book in which are written in a good, school-boy hand the French translation of Exercises XXI-XLIII of De Fivas, with Mr Tamblyn's corrections. The Exercises are fairly well done, but there are mistakes which were carefully corrected.

VI

BOWMANVILLE HIGH SCHOOL AND MATRICULATION

AFTER the first steps taken by the writer in French at Newcastle, he spent a little over two years (1871-1873) farming, and three years and a half (1874-1877) as a teacher in School Section No 9, Darlington, and in the Oshawa Public School, during which period he paid more attention to Latin, Greek, and Mathematics than to French. In September, 1877, he began to attend Bowmanville High School, with the object of preparing for Matriculation into the University of Toronto. The Bowmanville Staff consisted at that time of William Oliver (B.A., Tor., 1857), William E. Tilley (1840-1921) and Miss Ellen King. Mr Oliver, who taught the Latin, Greek, French, and German, as well as the Natural Sciences, was gold medallist in Natural Sciences in 1857, and had taken a good stand in Modern Languages in his undergraduate course. Although, like many another teacher of Ontario, he had heavier work than he should have been expected to do, he had fair success as a teacher of French and German. The proficiency of the school in French was on June 11 & 12, 1878, graded as second class by J. A. McLellan, High School Inspector, again on Nov. 7, 1878, as second class by J. M. Buchan, High School Inspector, and again on April 24 & 25, 1879, as partly first class and partly second class, by S. Arthur Marling. A fuller statement is added by Mr Marling in these words, "The tone of the school is good. The teachers

are skilful and laborious. Some excellent preparatory work for University honours is done at Bowmanville, the training being very minute and thorough."

An incident or two of interest to the writer which occurred to him at Bowmanville may be noted. In the autumn of 1878, out of affection for his friend Robert Kimball Orr (1847-1894), he interrupted his work in the Bowmanville School, and went to act as assistant to Mr Orr in the Brighton High School. Here he remained from Nov. 6, 1878, till Christmas of that year. Mr Marling inspected the Brighton school on Nov. 28, and made a Report in which he said that Mr R. K. Orr had been appointed Head Master in September, 1878, at \$900 a year, that he had taught ten years, and that he had as Assistant John Squair, II A, whom he had engaged at \$10 per week. The only remark Mr Marling made as to our efficiency was, "Mr Orr has made a good beginning here." Of the writer he spoke not.

Returning to Bowmanville, the writer, instead of spending his holidays there, proceeded on what was considered by some as a wild expedition to the County of Welland, for the purpose of spending a short time in a German-speaking family, if such could be found. Through the good offices of kind friends he secured an introduction into the family of a German weaver by the name of Graf, who lived in the Township of Humberstone, a few miles east of Port Colborne. It was there that he made his first attempt to speak any language but the mother tongue. It was a poor enough attempt, but it was a turning point in the writer's career. It set him in a new path. The stay in Herr Graf's family lasted only about a fortnight, but the experience was so rich that the writer acquired the conviction that to endeavour to learn to speak a language led one quickly into good working methods and procured

the most valuable results. And he has held firmly to that opinion. The writer was very fortunate in having been introduced to the Graf family. Its members were pretty well educated, and were in contact with educated people. They lived next door to a Lutheran church and school. The pastor was a visitor, and the schoolmaster, who was called Wilhelm Kaiser, boarded with the family. The writer attended church and listened to the services held in German, and sat a good many hours in his fellow boarder's school, where the instruction was given in German. He learned something worth while, even in a fortnight. And he became a sort of hero when he went back to Bowmanville. He was invited to teach the German class. The following note occurs in the Report of Mr Marling, the High School Inspector, regarding his visit to Bowmanville on April 24 & 25, 1879, "John Squair is Monitor and assists in German and Trigonometry."

Another point of some importance is to be noted. It was at this time that the writer began to correspond with Jean Giraud, a native of Cognac, who had migrated to Canada and was then living at Sandwich, Ontario, at about seventy years of age. A little later the writer went to live with him, and had a fairly long experience in his family in learning to speak French. But more of that anon.

The first half of 1879 was a busy period for the writer in the Bowmanville High School in preparation for Matriculation into the University of Toronto. The Matriculation subjects at that time did not include any of the Natural Sciences, and one could comfortably read the honour work in all the subjects prescribed. This the writer decided to do. The books read in French were De Fivas' Grammar and Elementary French Reader, in addition to the texts prescribed by the University, such

as Lazare Hoche by Bonnechose, and Christophe Colomb by Lamartine.

Here follow the two French Examination Papers upon which the writer was tested:

The Pass French paper for Matriculation in 1879 ran as follows.

Examiner: Rev. James Roy, M.A.

I

Grammar

Translate:

1. Give her some potatoes and some good meat, in order that she may not longer be hungry.
2. Do not give me any; I do not need them.
3. It is very fine weather now, is it not?
4. The houses which these gentlemen have had built are the finest I have ever seen.
5. That lady has cut her hand, and these have broken their noses.

Questions:

1. Distinguish the superlative relative from the superlative absolute.
2. What part of the verb follows a superlative relative? Give an example.
3. Give the French for the following: h mute; e mute; liquid l.
4. When a verb has both a direct and an indirect regimen, these being pronouns, when does the direct precede the indirect?
5. When is *où* an adverb?

II

Translate:

Le vainqueur de Wissembourg avait été devancé par sa brillante renommée à l'armée d'Italie; elle apprit avec joie qu'il lui avait été donné pour chef, et elle se préparait à lui faire un accueil enthousiaste. Le quartier général était à Nice. A peine arrivé, Hoche, avant de prendre un instant de repos, fit déployer la carte de la Haute-Italie, l'étudia longtemps; puis, il dit, montrant les Alpes, ce mot fameux, répété plus tard par son heureux rival de gloire: "C'est de l'autre côté de ces montagnes qu'est le véritable champ de bataille où la victoire décidera entre nous et l'Autriche."

Lazare Hoche.

1. par. Why not de?
2. d'Italie. Why not de l'Italie?
3. (a) Explain the pronunciation of cerf, chef, clef, nerf, neuf. (b) Translate nine oxen and new hats; and represent as nearly as possible the pronunciation of the words translated.
4. et. When is t sounded in this word?
5. Nice. Where?
6. puis. Give a homonym of this word, and translate the homonym.

The Honour French paper for Matriculation in 1879 ran as follows.

Examiner: Rev. James Roy, M.A.

I

Translate:

Et comme si le ciel eût voulu mettre le comble à sa félicité et le venger de l'envie qui le poursuivait, Alonzo Pinzon, commandant de son second navire, entra le jour suivant avec la Pinta dans le port de Palos, où il espérait

devancer son chef et lui dérober les prémices du triomphe. Mais, trompé dans son coupable dessein et craignant la punition de sa désertion révélée par l'amiral, Pinzon mourut de douleur et d'envie en touchant le rivage et en voyant le vaisseau de Colomb à l'ancre dans le port. Colomb était trop généreux pour se réjouir, encore moins pour se venger, et la jalouse Némésis des grands hommes semblait expirer d'elle-même à ses pieds.

Christophe Colomb

1. eût voulu. What part of verb? With what parts may *si* not be used?
2. second. Distinguish from deuxième.
3. Palos. Where?
4. trompé. Translate: I was mistaken.
5. mourut. Give past participle.
6. des grands hommes. Why not *de*?

II

Translate:

(a) Constantin, après avoir affaibli la capitale, frappa un autre coup sur les frontières; il ôta les légions qui étaient sur le bord des grands fleuves, et les dispersa dans les provinces, ce qui produisit deux maux: l'un, que la barrière qui contenait tant de nations fut ôtée, et l'autre, que les soldats vécutent et s'amollirent dans le cirque et dans les théâtres.

Grandeur et Décadence des Romains

(b) Les Basques, notamment, faisaient depuis trois quarts de siècle au moins le commerce de la morue, sans s'inquiéter si cela convenait au roi de France et de Navarre. Leur courir sus et les traiter en voleurs était une injustice criante que les mœurs barbares de ces temps orageux peuvent expliquer mais non pas excuser.

Benjamin Sulte.

III

Translate:

An ale-house keeper, near Islington, who had long lived at the sign of the French king, upon the commencement of the last war pulled down his old sign, and put up that of the Queen of Hungary. Under the influence of her red face and golden sceptre he continued to sell ale, till she was no longer the favourite of his customers.

Goldsmith.

It may be noted that Mr Roy examined the candidates orally by giving them a piece of French prose to read aloud, and by asking them questions in French to which they were expected to reply in the same language.

The writer wishes to add a note regarding the Examiner, Rev. James Roy, and Benjamin Sulte, the author from whom an extract was taken for translation at sight.

The Rev. James Roy (1834-1922) was a very charming gentleman, extremely well fitted to be an Examiner. Poor, trembling candidates were at once put at ease in his presence. Even those asked to say something in French felt their tongues loosened, and acquitted themselves brilliantly under that kindly influence.

Benjamin Sulte (1841-1923) was an untiring writer on subjects of Canadian history. It was the pleasure of the writer to meet Mr Sulte a number of times after 1879. An hour spent with him was a great delight. Thirteen volumes of *Mélanges Historiques* due to him have been published.

The Matriculation Examinations were held in the Convocation Hall of the University in the month of June, 1879, and on July 14 the newspapers announced, amongst other things, that Miss Alice Cummings had won the

scholarship in Modern Languages, and that John Squair stood third in General Proficiency, and would have received the second General Proficiency Scholarship if he had not been over twenty-three years of age. On Aug. 1, the Honour standing of the candidates was announced. From this announcement it appears that in Classics 21 received Honours—9 First Class, 12 Second Class—the writer being fourth in the First Class. In Mathematics 47 received Honours—33 First Class, 14 Second Class—the writer being twenty-eighth in the First Class. In English 66 received Honours—36 First Class, 30 Second Class—the writer being twenty-fifth in the First Class. In French 34 received Honours—16 First Class, 18 Second Class—the writer being fourth in the First Class. In German 22 received Honours—11 First Class, 11 Second Class—the writer being third in the First Class. In History 46 received Honours—15 First Class, 31 Second Class—the writer being fourth in the Second Class.

VII

THE UNDERGRADUATE COURSE

AS soon as the results of the Matriculation Examinations were announced, the writer resumed correspondence with Mr Giraud of Sandwich, and asked to be admitted into Mr Giraud's family as a boarder, in order to live among French people, and begin the use of spoken French. In the year 1879 he spent three or four weeks with the Girauds, and took his first steps in the daily, regular use of the language which they had all learned in infancy, and which they spoke with fluency. Progress was slow at first. It was hard to understand the words which flowed so easily from the lips of all but the boarder. Many stupid blunders in both comprehension and expression were made. The hosts were kind, but they often could not refrain from smiling at the awkward, sometimes incomprehensible, turns which the writer would give to the clear and elegant language of France. But something was learned, and the tiro was encouraged, although he realised that the road to success would be long and toilsome. Throughout his undergraduate course every summer, and once after graduation, he returned to Sandwich, and spent each time a couple of months with his hospitable friends. It was a homelike place. Jean Giraud became a sort of father to the student from Toronto. The two wandered about together. They hoed the vineyard, they watched the vines grow, they made trips to Detroit, and as they went they talked of France, of French history, and of French literature. Mr Giraud was a regular subscriber

to a French newspaper published in New York (which still continues), called the *Courrier des États-Unis*. This was the writer's introduction to the periodical literature of France. At the end of the period the master gave the pupil a testimonial which is here reproduced.

Sandwich, 6 octobre, 1883.

Je, soussigné, ancien professeur de la langue française, à Angoulême, France, pendant dix ans; ancien instituteur dans le comté d'Essex, Canada, pendant huit ans, certifie que, pendant les années 1879, '80, '81, '82, et 1883, M. J. Squair, étudiant à l'Université de Toronto, est venu annuellement passer ses vacances, chez moi à Sandwich, Ontario, dans le but de pratiquer le langage français, ce qu'il a fait tout le temps, soit avec moi, soit avec ma famille, car on ne parle que le français à la maison; et qu'il a fait des progrès tellement surprenants, qu'il écrit le français correctement, et le parle aussi très bien sans faire de faute, et sans mauvais accent. J'ajouterais que M. Squair connaît parfaitement les règles de la grammaire, ce qui lui est d'un grand secours.

En foi de quoi, j'ai délivré le présent pour servir à ce que de droit.

(signé) Jean Giraud.

Mr Giraud was an enthusiastic Frenchman, almost, if not quite, chauvinistic. He was a strong republican, and at the same time an admirer of Napoleon. He was not quite an anti-clerical, but sometimes he would make gibes at the clergy. For which his dear wife would chide him. She regularly took sides with the clergy and against the Republic in the days of conflict between the two in the period 1879-1883. But the writer learned that he was expected to maintain an attitude of strict neutrality in

these matters. If he did not, he was soon reminded that both contestants had sharp darts in their quivers for "la perfide Albion".

After a brief stay at Sandwich with Mr Giraud and his family in 1879, the writer in the end of September returned to Toronto to prepare to enter University College as a student of the First Year. The first thing he did was to search for a German-speaking family where he might obtain board and lodging. Fortunately, he discovered one, was received as a boarder, and remained with the family throughout the four teaching terms of his undergraduate course. His residence with this family was a most important incident in his learning of the German language, but since French is our chief concern at present, we must be content with this brief word in passing regarding German.

The writer had decided to read for honours in Modern Languages, and to make them his chief object of study, but he had obtained First Class Honours in Classics at Matriculation, and was loath to abandon a department of study to which he was much attached. Hence in his First Year he read the honour work in both Classics and Modern Languages. The Professor of Classics, the venerable John McCaul (1807-1887), was then in the last year of his long career as a teacher of Classics. He had given up Logic and Rhetoric. W. D. Pearman was Classical Tutor. Dr McCaul lectured on the Homer and Demosthenes, Mr Pearman on Virgil and the other Latin authors. In Modern Languages, Daniel Wilson (1816-1892), later Sir Daniel Wilson, was Professor of History and English, and had no assistant. He became President of University College in 1880 without ceasing to teach. Mr W. H. VanderSmussen was Lecturer in German, and Mr Emile Pernet in French. They had been appointed in

1866. At the College Michaelmas Examination the writer obtained the following standing: Classics, First in Second Class Honours; English, Fourth in First Class; French, First in First Class; German, First in First Class. At the College Easter Examination he obtained the following: Classics, First in Second Class; English, Fourth in Second Class; French, First in First Class; German, First in First Class. He obtained also the College Prizes in French and German. The writer presented himself as a candidate at the May University Examination, but after writing on three or four papers he fell ill, and was advised by his physician to give up the examination. Regretfully he did so. He did not, however, lose his year. He was granted Pass standing in the University by virtue of his standing at the College Examinations.

After some rest at home in Clarke, the writer went back again to Sandwich, and spent the months of August and September, 1880, with Mr Giraud and his family, learning a little more about practical French. He did not try again to take Honours in Classics. He contented himself with the Honour work in Modern Languages and History of the Second Year, plus the Pass Greek and Latin, the Pass Mechanics, the Pass Chemistry (of the First Year), the Pass Mental Philosophy and Logic of the Second Year. At the College Examinations he won the Prizes in French Prose Composition (for all the years), in History, English, French and German. At the May University Examinations he won the Scholarship in Modern Languages. It was his privilege during this year to attend the lectures, Pass and Honour, of George Paxton Young in Mental Philosophy and Logic. Young was perhaps the greatest lecturer who ever filled a chair in the University of Toronto.

The summer holidays (1881) were again spent with

the Giraud family at Sandwich, practising French, listening to Jean Giraud as he would sing French songs, declaim passages of Molière, or descant on the glories of France. A good deal of serious reading was also done in books having connection with the Third Year work. Returning to Toronto in October, attendance at lectures was resumed in English, History, French, German. A new language, Italian, was added to the prescription for the year, under the teaching of Dr William Oldright. The writer won the Prizes offered by University College in History, French, German and Italian. He also won the Scholarship in Modern Languages, the French Prose Prize (all the years), the German Prose Prize (all the years), offered by the University of Toronto. In this year the students organised the Modern Language Club. The writer was its first President. The earliest mention of the club appears in *Varsity* of the date Feb. 10, 1882, where it is said that the Modern Language Club was organised last fall, and that it is growing in numbers. It is also said that Mr VanderSmussen had entertained the members at his home on Saturday, Jan. 28. A week later the *Varsity* says, "A very interesting French meeting of the University College Modern Language Club was held on Saturday afternoon. After routine business, Mr Pernet took the chair, and gave a short address, dwelling on the position and influence of the French people, and the importance of acquiring a knowledge of the French language. Readings were given by M. Pernet, and Messrs Johnson and O'Flynn. An essay by Mr Dewart on 'L'Étude des Langues Modernes' insisted strongly on the necessity of oral practice. A very interesting discussion on La Fontaine's Fables followed, in which the majority of the members participated. M. Pernet's presence and assistance added much to the success of the meeting."

These interesting references in the students' newspaper to the Modern Language Club give some idea as to the work done by the club. We also see the friendly relations subsisting between the club and the Lecturers in German and French. A word regarding the latter (Mr Pernet) may be in place. He spoke both English and French with facility, but preferred French, and spoke it with his classes, when they were at all able to understand it, but he lacked system in his instruction. He was not an admirer of the Republic, although he was not sympathetic to clericalism. The writer remembers that when Gambetta died (Dec. 31, 1882) Mr Pernet spoke of the great orator with admiration. The phrase he used in making the announcement of Gambetta's death to his class was: "Le grand homme a passé l'arme à gauche."

The long vacation of 1882 was spent with the Giraud family at Sandwich, as several times had already been the case. The return was made to Toronto in October, and the work of the Fourth and last Year in the Honour Department of Modern Languages with History was begun. The subjects included in this Department were English, French, German, Italian, and Ethnology. The work was heavy,—in fact it could not fail to be so, from the wide fields of knowledge that were covered. But it was rendered more difficult than it might have been by the prescription of a large group of ill-related treatises on the History of Language and Literature, Ethnology, etc., on which little help was given by the teaching staff, for which it was not to blame. It was certainly a much overworked staff. As far as outward appearances went the writer succeeded very well in this final year. He obtained three University College Prizes: French Prose, German Prose, and the Prize in French, German, Italian. He also obtained the Gold Medal in Modern Languages conferred

by the University of Toronto. But the highest honour that befell him was to be offered, by Mr Pernet and Mr VanderSmussen, his two most intimate teachers, the Fellowship in French and German which he somewhat hesitatingly accepted. His hesitation was due to several causes, two of which were, (1) uncertainty as to what the duties of this new kind of office would be, and (2) the smallness of salary (\$500) for a man of thirty-three. But he did accept, and it was a point of great importance in his life.

Four undergraduate years make a very important period in one's life. They were particularly important in the case of the writer. Few people begin a satisfactory undergraduate course in languages at twenty-nine. It is often supposed that, at that age, a general stiffness has developed which hinders one from learning languages easily and accurately. The general opinion would seem to be that laboratory subjects, history, politics, theology, and so on, are more suitable for older students. The writer has, however, never regretted that he has devoted so much of his life to the study of languages. But his undergraduate course (Modern Languages with History) had certain features which were disagreeable and unprofitable to him: to put it briefly, it was overweighted with the reading of a large collection of treatises on history, ethnology, etc. Few persons are fonder of historical studies, and value them more highly than the writer. But to read, for examination purposes, many pages of even the great historians, such as Grote, Mommsen, Gibbon, Macaulay, Hallam, etc., etc., is not necessarily to prosecute historical study. It may be nothing but getting vague and imperfect views of the great questions treated by eminent men, and sometimes indeed getting nothing at all. The University had also fallen into the practice of prescribing books on the

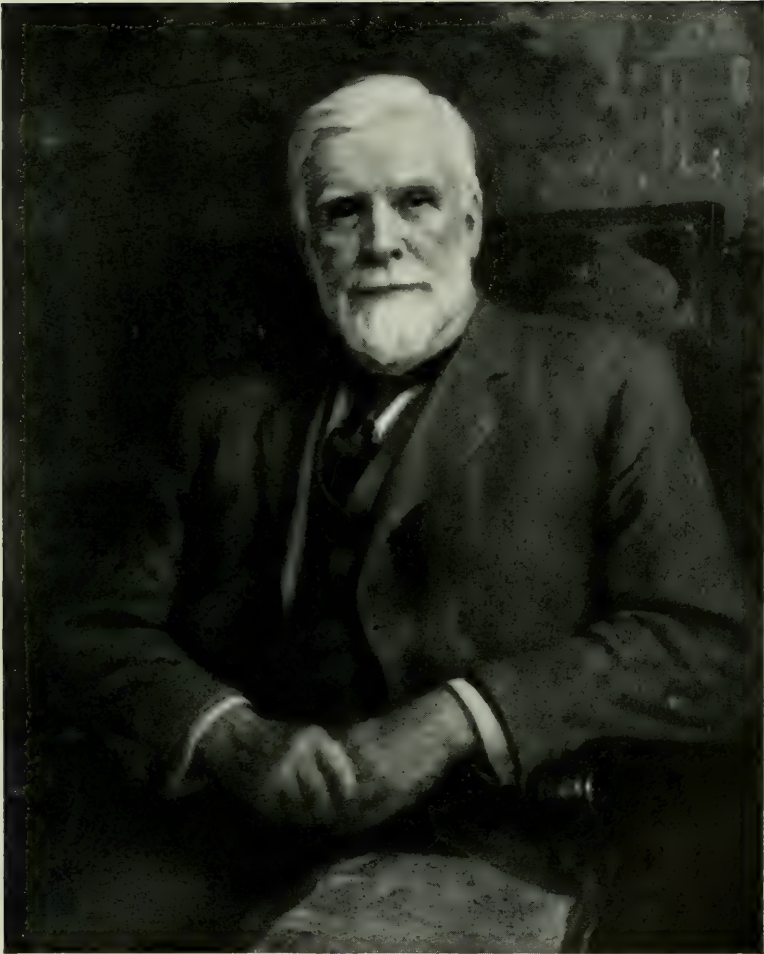
History of Literature, containing descriptions and appreciations of books which the student had no chance of seeing for himself, and of asking him to reproduce these statements of fact and opinion at the Examinations. The writer thought that these bad practices in the University of Toronto had become a crying evil, and he vowed that, if the opportunity ever came to him, he would make an effort to lessen the evil. The opportunity did come to him, and he made the effort, as will appear from the story a little further on.

It may be useful, at this point, to mention also another thing. The University had acquired the habit of asking questions of an abstruse nature on the theory of grammar, and the students had fallen into the custom of learning by heart the statements regarding principles contained in Grammars, instead of learning the facts of the languages which were being studied. And the writer arrived at the conviction that questions on the theory of grammar should not be asked at examinations, unless accompanied by examples of language actually drawn from the texts read. And he went a step farther and came to the conviction that little would be lost if no questions at all on theory were set, and their place taken by questions involving translation of idiomatic sentences from English into French. He made a determination to effect a change on this point, if he ever had the opportunity. When the opportunity offered the change was made, as will be clear a little later on.

Briefly put, the writer now had a programme of reform in his mind regarding the learning and teaching of French. All action was to be as direct as possible. Learn the language itself, and not rules about it. Go to people who speak French, and learn from them. Use good exercise books. Read as many as possible of the so-called great

samples of literature, and also newspapers, magazines, novels. Read criticism of books, but chiefly after the books themselves have been read. In studying the history of the language, cease reading Ampère and Littré so much, and read such things as the *Chanson de Roland* a good deal more.

The residence of the writer with Jean Giraud of Sandwich aroused the interest of certain other undergraduates, and several of them went to spend some time along with the writer, or for a year or two subsequently. They all reported that they profited very much by their experience. Mr Giraud proved to be a useful teacher to these young men, who had had little or no contact with people from France. The presence of the students in the family meant a good deal to Mr Giraud, in the way of good, intellectual society, and he was enchanted with his new friends. It is not easy now to recall all the names of the writer's fellow students who visited Sandwich at that time, but he thinks that Lyman Lee, Charles Whetham, John Home Cameron, J. B. Hammond, and Dr Conboy were among the number. Later (in 1890) W. S. W. McLay, Arthur P. Northwood, F. E. Malott, and G. E. Newman spent some time with the Girauds.



JOHN SQUAIR

Head of the French Department in University College, 1883-1916.

B. 1850. D. 1928.

VIII

TEACHING BEGINS

ON the recommendation of Messrs Pernet and Vander-Smissen, accordingly, the writer was nominated to the Fellowship in French and German in the month of June, 1883, by the Council of University College, and on Sept. 7, an Order in Council confirmed this nomination, notification of which was conveyed to the writer by the following letter.

“Toronto, 30th October, 1883.

Sir,

I am directed to inform you that His Honour the Lieutenant Governor has been pleased by an Order in Council approved of on the 7th of September last, to appoint you to the Fellowship in French and German in University College for one year in accordance with the Statute in that behalf.

I have the honour to be,

Sir,

Your obedient Servant,

J. Squair Esq. (signed) Geo. E. Lumsden
University College, Toronto Assistant Secretary.”

The writer, knowing that he had been nominated Fellow, although not receiving the notification, and expecting that he would have teaching duties in French as part of his work in October, thought he could not do better than spend a couple of months again with the Giraud family at Sandwich. It proved to be one of the

richest periods of his experience in widening and clarifying his knowledge of French. He stayed at Sandwich until about the middle of September, when he returned to Toronto. Half an hour after his arrival he met Mr Pernet on the street, and that gentleman's prompt exclamation was, "I'm glad to see you; I've resigned." Here was indeed an interesting situation: a Fellow ready to begin work in French, but no master to tell him what to do! However, contact was soon established between the Fellow and the College Council, and an agreement was made that the Fellow should do all the work in French for the time being, and, by the kindness of Mr Vander-Smissen, be relieved of work in German. The following extract from the Minutes of the Board of Trustees of Sept. 27, 1883, will show what was done:

"Dr Wilson informs the Board that the Council has engaged Mr Squair in addition to his duties as Fellow to do the French Lecturer's work until a French Lecturer is appointed, and asks to have the basis of his remuneration arranged. The Board agrees that whilst Mr Squair discharges the combined duties he be paid, in place of his salary as Fellow, at the rate of \$125 per academic month¹; and when relieved of the Lecturer's duties he return to his salary as Fellow, receiving the proper proportion of Fellow's salary for the residue of the academic year."

It is clear from this minute that the College Council expected that a permanent Lecturer in French would soon be appointed to take Mr Pernet's place. But the position stood vacant for four years. It is true the writer did the work as if he were head of his department, and was mentioned in the calendars as Lecturer, but technically the position was vacant until July 1, 1887. The long delay in

¹This meant \$125 per month for eight months, or \$1000 per year.

this matter was caused by discussion of new proposals as to how the department of Modern Languages was to be manned in the future. For there were two vacancies in Romance Languages, Dr Oldright having resigned the Lectureship in Italian, and Mr Pernet that in French. And indeed very soon there was a third language, viz., Spanish, in which a teacher was needed. The discussion naturally took on an active form in the University Senate, as we see from the following motions.

(1) On Oct. 20, 1883, it was moved by Mr Falconbridge (Sir William Glenholme Falconbridge, 1846-1920), seconded by Mr (William) Houston (b. 1844), and resolved, "That, in the opinion of the Senate, advantage should be taken of the resignations of the Lecturers in French and Italian in University College, to re-arrange the work of tuition in the department of Modern Languages, and that with a view to carrying out such a re-arrangement, the Senate do not consider it in the interests of the College that instructors in these subjects should be appointed until ample time and opportunity shall have been afforded to the Senate to discuss the matter and to make recommendations thereon, and that His Honour the Lieutenant Governor in Council be prayed to defer action as to such proposed appointments."

(2) A few days later, on Oct. 26, it was moved by Prof. Loudon (1841-1916), seconded by Dr Richardson (1823-1910), "That in the opinion of this Senate, the interests of the department of Modern Languages demand that a professorship of the Romance Languages be established in University College, and that the Government be advised to fix the salary at a sum not less than \$2000."

(3) Moved in amendment by Prof. (R. R.) Wright, seconded by Prof. (W. H.) Pike, "That the Senate recom-

mend to His Honour the Lieutenant Governor in Council the establishment of a joint Lectureship in French and Italian in University College, in place of the separate Lectureships in these languages now vacant."

The amendment was lost on the following division —
Yeas:—Prof's Wright and Pike, Dr's Wilson (Sir Daniel), and Smith (Larratt).

Nays:—Rev. Father Vincent, Dr's Oldright, Caven (1830-1904), Thorburn, McFarlane, Richardson, Prof's Galbraith, Loudon, Messrs MacMurchy (1832-1912), King, Crickmore, Gibson (Sir John M.), Buchan (1845-1885), Falconbridge, Houston.

From the earliest days of the Modern Language Honour Course Spanish had held a place in that course. In the year 1857 G. Kennedy is mentioned as Prizeman in Fourth Year Spanish, and in 1858 Thomas Moss has the same position. Twenty years later (in 1877) W. N. Ponton is Prizeman in French, German, Italian and Spanish. In 1878 Spanish disappears from the Curriculum. Then in the year 1883, in the midst of a sort of renaissance in Romance Languages, the Senate determines to restore Spanish. On Dec. 14 Dr Oldright moved, seconded by Prof. Galbraith, and it was adopted, "That, in the opinion of the Senate, it is desirable that Spanish should be made a sub-department of Modern Languages." In 1885 the Senate prescribed a curriculum for Spanish in the Third and Fourth Year, but University College declined to provide instruction in the subject at first, and so there is no mention of Spanish in the College Calendar of 1885-1886.

There were certain students, however, who desired to take Spanish, and they approached the writer with a request to give them instruction in that language. He yielded to their request, and gave lectures in Third and

Fourth Year Spanish, throughout the academic year 1885-1886. His action was contrary to the desires of the President of the College, and consequently he received no remuneration, nor was he officially mentioned as having done the work. James W. Bell, Ph.D., was University Examiner in Spanish in May, 1886, and set a Third Year, and a Fourth Year paper. A certain number of students wrote on the papers, and the following obtained Honours:—Third Year—T. Logie, A. H. Young, C. J. Hardie, Miss C. Fair; Fourth Year—Miss E. Balmer, A. F. Chamberlain, F. F. Macpherson. Thus was a subject restored to the curriculum. To complete this reference to Spanish it may be said here that the same state of affairs was continued throughout the following academic year (1886-1887), the writer giving instruction and receiving no recognition or remuneration. D. R. Keys was Examiner in Spanish in 1887, and set two papers, one in the Third Year, and one in the Fourth Year. In the Third Year ten persons received First Class Honours, and six received Second Class. In the Fourth Year two persons received First Class Honours.

But in 1887 normal conditions were established in Spanish by the appointment of W. H. Fraser as Lecturer. He was also appointed at the same time, Lecturer in Italian, D. R. Keys having resigned as Lecturer in Italian, after a temporary occupancy of four years (1883-1887), Mr Fraser remained in charge of Italian and Spanish, as Lecturer, Associate Professor, and Professor, until his death in 1916.

It may be mentioned here that William Glenholme Falconbridge was Lecturer in Spanish in the year 1868-1869, after the resignation of Prof. Forneri. Then William Oldright taught the Italian and Spanish until 1878, and Italian alone until 1883. Dr Oldright was also a member

of the Medical Faculty from 1869 to 1910. He died in 1917.

Émile Pernet, after resigning in 1883, resided in Philadelphia, and died in October 1916.

To return to 1883-1884, an event unexpected by the writer was his appointment as Examiner in French in the University for May, 1884. The first effect of this was to oblige him to abandon 'coaching' students not attending lectures. Two of these students were the Misses Brown (daughters of Hon. George Brown, then deceased) who were then reading their Third Year Honour Moderns. They were successful at the Third Year Examinations, and also at their Fourth Year Examinations in 1885, being two of the first group of five young women (May Bell Bald, Catharine Edith Brown, Margaret Nelson Brown, Ella Gardiner and Margaret Langley) who received the degree of Bachelor of Arts from the University of Toronto. The elder sister, Margaret Nelson Brown (Mrs A. H. F. Barbour), won the gold medal in Modern Languages.

Appointment as Examiner gave the writer an opportunity to make some changes in the nature of the questions set. He considered it, however, best to be prudent, and the changes are chiefly to be found in the grammar questions.

It will be useful to see what kind of grammar questions had been set before this time (1884), and some later, taking our examples from university and departmental examinations. The first group belongs to the year 1855, and was set by Professor Forneri, and his colleague F. Mantovani, at the beginning of Forneri's career in Toronto. It is a paper of some length, containing no less than thirty questions. Probably most of them would be answered by a few words. As to the character of the questions not many of them would demand much know-

ledge of idiomatic French. An attentive reading of the theory of De Fivas' grammar would suffice. The influence of De Fivas, combined with that of such questions as we have before us, would tend to induce students to trust to a knowledge of theory, and to the neglect of the learning of the language itself. Professor Forneri continued in office until 1866, and did not cease to set examinations in grammar in which bare knowledge of theory was demanded, rather than a knowledge of the real facts of the language. The next group of questions, of the year 1867, is one of the first papers set by Mr Pernet after his appointment. It is a paper in which little definite knowledge of French is required, outside a superficial acquaintance with the theoretical statements of a book like that of De Fivas. Mr Pernet remained as Lecturer in French until 1883, but the character of the papers set in grammar remained substantially unchanged. The theoretical questions constantly outweighed the practical. And not unnaturally the examiners of the Department of Education took their cue from the University examiners, a fact which we see illustrated in the two papers of the year 1876.

The Departmental paper of 1883 shows more demand for practical knowledge than any that preceded it, but it has a remnant of the questions you could answer by a superficial knowledge of theory. The definite break with the old tradition is shown in the University paper of 1884, where all the answers demand real knowledge of the language. The Department of Education, however, is not quite so ready to fall into line. The questions of 1888 are in several cases of the old-fashioned class, *e.g.*, Nos. 1, 3, 4, and 5. But the paper of 1889 shows almost a complete emancipation from the hampering traditions of rote learned theory.

University of Toronto, Annual Examinations, 1855, First year French, James Forneri and F. Mantovani, Examiners.

1. When two substantives are united together by the conjunction *ou* and qualified by a single adjective, with which of the two must the adjective agree?

2. What difference do you make in point of meaning between *deuxième* and *second*; and how do you spell the definite article before *onze* and *onzième*? Translate: about one o'clock.

3. What cardinal numbers take the plural mark; and when?

4. When a cardinal number is preceded by the pronoun *en* and the verb *être*, what precedes the adjective or participle past, which follows the number? Translate: Of two hundred combatants, there were one hundred wounded.

5. Can you point out any adjective which can be used adverbially; and when are *demi*, *nu*, and *feu* to be declined, and when not?

6. When are possessive pronouns repeated before their nouns, and when not? And when are they replaced by the definite article in French, and when both by the definite article and a personal pronoun in the dative case?

7. When does the relative pronoun *qui* relate both to persons and things; and when only to persons?

8. When can a relative pronoun be separated from its antecedent?

9. How do you render *whose is* and *whose are*; and in what case can we use *où*, *d'où* or *par où*, instead of a relative pronoun?

10. In what cases can you use the indefinite pronoun *on* in a definite sense?

11. When is *personne* masculine; and when feminine? When does *rien* mean nothing, and when anything?

12. When does *quelque* take the mark of the plural; and when not? And when is it to be divided into two words; and which of the two is declined?

13. In what cases is a verb, which has several subjects, put in the singular?

14. When a noun is governed at the same time by two verbs, which do not require the same regimen, what turn must you give to the sentence so as to give to each its respective object?

15. When does a passive verb govern the preposition *par*, and when the preposition *de*?

16. What difference in point of meaning do you make between *il a sorti*, and *il est sorti*; *il a demeuré* and *il est demeuré*?

17. When a verb governs another, in what mood do you put the second?

18. What sort of verbs govern the indicative; and what the subjunctive?

19. With what verbs can you elegantly omit *pas* or *point*?

20. In what cases do you employ the conditional, especially in emphatic sentences?

21. When do the verbs *nier*, *douter*, *craindre*, &c., require *ne* before the following subjunctive; and when not?

22. In what mood does a verb require to be when used after a relative pronoun preceded by *peu* or by an adjective in the superlative relative degree; or by *le seul*, *l'unique*, *le premier*, *le dernier*, *personne*?

23. In what mood and in what tense do you put the verb of the subordinate proposition after the present or future of the indicative, to express a thing present or future; and in what tense, to express a thing past?

24. When some condition is introduced in the sentence, which of the tenses of the subjunctive do you use, after the present or future of the indicative, to express a thing present or future; and which, to express a thing past?

25. After the imperfect, the pluperfect, any of the preterites, or conditionals, which of the tenses of the subjunctive is to be used to express a thing present or future; and which to express a thing past?

26. To express a thing present or future which may be done at all times, what tense of the subjunctive do you employ after the preterite indefinite; and what other to express a thing past?

27. When are the participle present and the active participle past to be declined; and when not?

28. When is *dans* to be used, and when *en*; and what difference in point of meaning is there between these two prepositions in speaking of time?

29. Name the prepositions which are always to be repeated; and specify the cases in which the others are repeated, and in which they are not.

30. Point out some of the peculiarities of the conjunction *que*.

University of Toronto, Annual Examinations, 1867,
First year French, Emile Pernet, Examiner.

1. When does *quelconque* take the mark of the plural?
2. What is the meaning of *quelque* followed immediately by a cardinal number, and what part of speech is it?
3. State what tenses are formed from the infinitive, and how?
4. How is the verb *ouïr* generally used?
5. Form adverbs from the following adjectives: beau, mou, franc, gentil, constant, éloquent.

6. What relations is the preposition *à* used to express?
7. Cent and mille. In what sense are these numbers sometimes used?
8. Translate "A wall seven feet high" in three different ways.
9. When is the article before *plus* and *moins* invariable?
10. When is the pronoun *le* invariable? When variable? Examples.
11. Can *on* be used as the subject of an active verb? If so, when?
12. Does *ni l'un ni l'autre* require the verb in the singular or plural? Example.

Collegiate Institutes and High Schools

Intermediate Examination, June 26-29, 1876

French—Grammatical Questions

1. Write down the plural of *chef d'œuvre*, *bijou*, *trou*, *aïeul*, *œil*, *solo*, and *contre-danse*; also the feminine of *dieu*, *empereur*, *roi*, *chanteur*, *oncle*, *roux*, *vieux*, *protecteur*.
2. What adverbs are formed from the adjectives *nouveau*, *fou*, *lent*, *constant*?
3. When do *cent* and *vingt* take the mark of the plural? Give examples.
4. Write the present and past participles; also the third person singular, and the first person plural present subjunctive of *aller*, *venir*, *couvrir*, *vaincre*, *mourir*, *mouvoir*, *vouloir*, and *savoir*.
5. Write the imperative of *se taire*, *s'en aller*, *dire*.
6. Explain the rule for the concord of the past participle when preceded by *avoir* and *être*. Give examples.
7. Express in French (a) I doubt not that he will come. (b) It would be just for you to do it. (c) He is the

most learned man I know. (d) Go for some one who can help us. (e) Think of me. (f) What do you think of him?

Collegiate Institutes and High Schools

Intermediate Examination, December 18-21, 1876

French—Grammatical Questions

1. Give the rules, with examples, for the place of the pronoun when used as the object of the verb, (a) direct and (b) indirect.

2. Write the present participle, the past participle, the third person singular, present subjunctive, and the first person plural preterite indicative of *songer*, *joindre*, *souffrir*, *appeler*, *mettre*, *écrire*, *voir*, *coudre*, *acquérir*.

3. Write the feminine of the adjectives *turc*, *vieux*, *fou*, *enchanteur*, *protecteur*.

4. Give examples to show the difference between *jour* and *journée*, *soir* and *soirée*, *an* and *année*.

5. Write in French (a) She had perceived herself in the water. (b) The letter which I have told him to copy. (c) Ask that lady for an orange.

6. Write the full French expression for the year, month, day, and hour of this examination. (Use words, not figures.)

Education Department, Ontario, July, 1883

Intermediate and Third Class

French Grammar and Composition

1. When are *mon*, *ton*, *son* used before a feminine noun?

2. Write down the feminine of *vieux*, *sec*, *grec*, *malin*.

3. What are the two meanings of *quelque*? When is it written in two words?

4. Express in French: we have walked; that I might have walked; shall I not have flattered myself? let us not go away.

5. Write down the 1st pers. sing. imperf. subj. act. of the verbs—courir, tenir, s'asseoir, voir, valoir.

6. What classes of adjectives are always placed after the noun they qualify?

7. When does the past participle agree with its direct regimen? Give an example.

8. Translate into French:—

(a) He is taller than I by two inches.

(b) What lesson have you learnt?

(c) I am very sorry you cannot come.

(d) The more difficult a thing is, the more glorious it is to do it well.

(e) It was beginning to rain when we set out.

(f) He employs everybody to obtain that place.

(g) They came to us when we were not thinking of them.

(h) Are those your gloves? Yes, they are.

(i) What I most wish, is to come and see you.

(j) The success appeared at first to correspond with the hopes of the Convention: the insurgents, obeying the orders of their chiefs, seemed to accept the amnesty in good faith, and many without doubt were sincere in accepting it. Hoche himself trusted appearances and believed the insurrection subdued.

University of Toronto, Annual Examinations, 1884,
First year French, J. Squair, Examiner.

1. Give the French equivalents, masculine and feminine, of: soft, beautiful, new, big, dry, fat, foolish, red, old, similar, proud, pretty.

2. Translate: The horse's halters are broken. The ladies' fans. He has been at four balls during the winter. Canada possesses several costly canals. His forefathers were celebrated men.

3. Write out in French: fifteen, nineteen, twenty-one, seventy-one, eighty-one, one hundred and one, two hundred and five, three hundred, ninety-nine.

4. Translate: It happened on Monday last at a quarter past six in the morning. It is half-past one. It's a quarter to nine. I am there always on Mondays. In spring the birds always build their nests. You may pluck them in autumn.

5. Render in French: Whoever you are, you have done well. Whatever you may think of it, I am certain he is wrong. Give me some, if you have any. Don't give him any, for I want some. Whom did you see? To whom did you give that money? What do you complain of?

6. Give in full the present indicative, conditional, and present subjunctive of: dormir, mourir, aller, moudre, plaire, naître, peindre, faire, jeter, employer.

7. Translate: It was they who told it to me. It was you who did that; was it not? Was it they who had those large flowers? It was we who saved the country.

8. Translate: Shall we not have gone away? Go away. Don't go away. Has he not gone away? Has he not cut his finger?

Province of Ontario, Examinations for Third Class Teachers, 1888, French Grammar and Composition.

Note.—Not more than six questions are to be attempted, and of these Nos. 3, 6, 7, and 8 must be four.

1. Distinguish between: pêcher and pécher, livre (masc.) and livre (fem.), un brave homme and un homme brave.

2. Write the plural word or words of: sou, bijou, ciel, hôpital, éventail, aïeul, champ, noix.

3. Give, with examples, the various uses of tout.

4. State the respective genders of mouton, embou-

chure, Gironde, règne, festin, jupon, parasol, peuple, contre-danse, Mexique.

5. Classify the following adjectives according as they govern the preposition *à* or *de*, and deduce therefrom a general rule for the use of each preposition:

Adonné	Capable	Propre
Plein	Digne	Charmé
Utile	Enclin	Ennuyé
Cher	Satisfait	Prompt

6. Write in full the preterite definite of *taire*, *vivre*, *aller*, *frémir*, and *s'asseoir*.

7. Translate into French:

(a) How are you? It is a long time since I saw you.

(b) Honour is badly guarded when religion is not at the outposts.

(c) Napoleon the First died in the year one thousand eight hundred and twenty-one.

(d) It is ridiculous to put oneself in a passion against obstacles that are insensible of our anger.

(e) I doubt whether my brother would have succeeded had it not been for your assistance.

(f) Do not say to a friend who asks something of you, "Go and come again to-morrow," when you can give it to him immediately.

8. Translate into French:

Mary hastened to carry the good news to her father. The ship was not slow in arriving; the king kept his promise, and John Maurice and his two children were put on board. They landed on a French island and were introduced to the governor. The latter having learned Mary's history and finding her a charming young person requested her hand in marriage. Maurice consented to the union and took up his abode in the island. John married a sister of the governor, and henceforth they all lived very

happily together in that island, admiring the wisdom of Providence, who had permitted Mary to become a slave only to give her the opportunity of saving her father's life.

Province of Ontario, Examinations for Third Class Teachers, 1889, French Grammar, W. H. Fraser and J. E. Hodgson, Examiners.

Candidates will take any eight questions.

1. Write ten short sentences, each one to contain one of the following forms, and serving as an illustration of its correct use: *du*, *la* *sienne*, *leur* (pron.), *celles-là*, *les* (pron), *cet*, *en* (pron.), *en* (prep.), *quelles*, *quelques-unes*.

2. Translate into French: Has nobody seen my black hat? Has this merchant any fine hats? He has none. I am not angry at him, but he is angry at me. I do not know that gentleman, but I know his brother. At what o'clock did they (have they) come?

3. Show how a knowledge of the following parts of the verb *finir* may be used in forming its remaining tenses: *finir*, *finissant*, *fini*, the present tense indicative, and the past definite (or preterite definite) indicative.

4. Translate into French: Give me that pen; do not give it to her. Here are some pretty cards (*carte*, fem.); let us send them to him. Let us not send them to him to-day. Whose books are those? Mine; my father has just given them to me.

5. Translate into French: She has neither time nor money. An old gentleman and an old lady were at our house this morning. When do you intend to write to your friends? This gentleman is a physician, and he has two brothers who are physicians also. The letters I had written were not sent.

6. Write a note, with examples, upon the comparison of adjectives.

7. Translate into French: Some one has stolen my gold watch. We were coming from your house, when it began to rain. Am I going, or are you going? I am having a stone house built. He must bring the money with him.

8. Re-write the following sentence (1) in interrogative form (two ways), (2) in negative form, (3) in interrogative negative form (two ways); Une occasion se trouva bientôt.

9. Translate into French: He has taken his pen, I have taken mine, and you have taken yours. The gardens in France are finer than those of this country. Go and get your umbrella; it might rain. It was raining yesterday, and I believe it might rain to-day. What were you reading this morning when I knocked at your door?

10. State how the passive voice is formed in French, and translate the following into French: It is said that the King is dead. These girls have been praised by their mothers. We have been told that this house is to be sold. A house has been bought for me in this street. Is this house sold? No, it is not.

11. Translate into French: My room is larger than my brother's, but it is not so fine. Please give me some ink; I have no more. I should go to your house, if I had time. It is said that the concert will not take place to-day. How long have you been learning French?

12. Write in full the pres. indic. of *s'en aller*, the imperfect indic. of *finir*, the past definite of *faire*, the fut. indic. of *lire*, and the pres. subj. of *chanter*.

13. Translate into French: Give the children their toys. They arrived (have arrived) at half-past twelve last night. Are you thinking of what I said (have said) to

you? Do not use that pen; use this one. Take care not to fall.

14. Translate the following, and state why the subjunctive is used in each case: Nous avons peur qu'il ne tombât. Il faut qu'on nous dise cela. Voilà la plus magnifique maison que j'aie jamais vue. Nous désirons beaucoup qu'il vienne nous voir. Qu'il fasse son devoir! Voilà le conseil que je lui donne.

15. Translate into French: Do not take that chair; take this one. The train will start (partir) at ten minutes to three. He goes to the city every week. We shall set out a week from to-morrow. He who studies is sure to succeed.

After this date (1889) questions on the theory of French grammar are rarely found except as riders to definite texts that may be set for translation. For example in September, 1923, the following questions were put on points arising out of the extract set for translation:

2. Give the past participle of *vis*, *rejoindre*, *offrait*, *teignait*.

4. Give the first person singular, past definite active, of *attendre*, *savez*, *prévoir*, *réduit*, *vivre*.

6. Account for the use of the subjunctive in eussions.

8. In which of the following words is the final consonant silent: *fil*, *parc*, *accès*, *amer*, *inquiet*, *net*, *sud*, *œuf*?

There is therefore now but little encouragement given by examiners to students to attempt to learn the language from the reading of theory disconnected from the facts of the language. And the complaint is sometimes made that students to-day neglect too much the theoretical side of linguistic study, and fail to gain that solid grip of the languages which is the possession of him who knows principles as well as practice.

It is of interest to remember that throughout the year 1883-1884 the writer took regular lessons in Italian conversation with persons who spoke the language. There were two of those whose names are remembered, one called A. A. Nobile,—a man who made a poor living by giving lessons, and the other—Serafini, a maker of plaster figures, who was willing to come now and again, and spend an hour or two chatting about all sorts of things for a small consideration. This experience was inferior in value to real life in an Italian *milieu*, but it was worth something.

But the months of this first year of work as a teacher of French pass by, and nothing is settled as to the writer's status. Still he is permitted to stay on. He seems to have had fair success with his classes. The President, Dr Daniel Wilson, gives him a much better testimonial than he expected to receive, couched in the following terms:—

“Mr Squair was nominated to the French Fellowship in this College in June last, on the special recommendation of Monsieur Pernet, the late Lecturer in French, with the expectation of acting as his assistant in the work of the College. But, owing to the unexpected resignation of the Lecturer shortly before the resumption of work, the entire teaching has devolved on Mr Squair; and I have much pleasure in testifying to the zeal and perseverance with which he has carried on the work of the department.

University College, (signed) Daniel Wilson
April, 7th, 1884. Pres.”

It is also satisfactory to be able to present a statement of the opinion of a number of students who were in the French classes in 1883-1884.

“Univ. Coll., April 10th, 1884.

“We the undersigned, undergraduates of Toronto

Univ. in the department of Modern Languages, desire to express our entire satisfaction with the conduct of the sub-department of French during the past session of Univ. Coll.

Mr Squair, who was unexpectedly called upon to take charge of the work in this department, has given evidence of having not only an accurate and extensive knowledge of French, but of possessing also those rarer and no less essential qualities which constitute the successful teacher. His frank and manly bearing, his accuracy and skill in imparting instruction, together with his enthusiastic earnestness, must always command respect and awaken enthusiasm in those with whom he comes in contact.

We should learn with pleasure of his appointment to the chair of Romance Languages in Univ. Coll."

(signed)

Arch'd MacMechan	T. R. Shearer
Chas Whetham	F. F. Macpherson
Thomas C. Robinette	A. H. Young
Fred. H. Sykes	A. F. Chamberlain
H. J. Hamilton	James Short
E. H. Johnston	J. Irving Poole
J. G. Holmes	John S. MacLean
E. C. Milburn	A. M. Macdonell
Joseph Blackstock	W. Henry Irving
Robt K. Sproule	Greg. A. Féré
A. B. Thompson	T. E. Elliott
N. Kent	R. B. King
A. Bain	G. A. H. Scott
G. H. Needler	Thos. A. Rowan
C. E. Burkholder	

The reference in the students' testimonial to the chair of Romance Languages indicates that in the spring of

1884 it was expected by many that a Professor of Romance Languages would be appointed in University College. And it was pretty clear that if such an office were established the writer would be a candidate for the position. But the professorship was never created. The chief reason for hesitation on the part of the University authorities was that the much larger question of university federation began to be discussed seriously. The late Chancellor Burwash in "The History of Victoria College" (1927) when discussing university federation at p. 285, says, "Vice-Chancellor Mulock then took the matter in hand, and in January, 1884, a meeting was called by him of representatives of the University of Toronto and its affiliated colleges, and of Victoria, Queen's, and Trinity, at which I was called upon to outline the proposed scheme of federation." This meeting was unofficial and the public did not know of its proceedings. It was followed by other similar meetings between the same persons, and on the same page in his History, Burwash speaks of them thus. "We doubt whether any wiser or more effective method of preliminary investigation could have been devised than was secured by these preliminary and unofficial conferences called by Vice-Chancellor Mulock between January and July, 1884."

Without going into too many details of that long delay of four years (1884-1887), let us summarise the course of events thus: (1) the beginning of the unofficial conferences in Jan. 1884, (2) the presentation of the scheme of federation to the University Senate and corresponding bodies in other institutions on Jan. 8, 1885, (3) the adoption of the scheme by the General Conference of the Methodist Church in Sept. 1886, (4) the passing of the Act of 1887 by the Ontario Legislature (assented to April 23, 1887). The terms of this Act made it certain that there would be

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no Professor of Romance Languages, for it was decreed that Spanish and Italian should be under the care of the new teaching faculty of the University, and that French should be taught in University College by a professor, lecturer, and fellow. This arrangement of subjects was made for the convenience of Victoria College, where Spanish and Italian had not been taught, and where few students in these subjects were expected to appear. The arrangement was financially advantageous to Victoria, and subsequently to the other federating colleges, and has been continued to the present, although many consider it to have objectionable features.

Although the writer's appointment as Fellow in French and German lapsed in June, 1884, and although he had no appointment as Lecturer for years, he looked forward to filling the position of Lecturer in French during the year 1884-1885. It seems strange that such an irregular state of affairs should have existed, and the writer is not sure but some ordinance of the Board of Trustees, or order in council may have authorised his continuance in office, and the payment of his salary of \$1000 for the next year's work. At all events he went on without any knowledge of such official authorisation, with none too full confidence in the future, to make preparation for the next year.

A suitable preparation seemed to be a visit to France, and this he decided to make. He arrived in Paris in the month of July, 1884, and found lodgings at twenty francs a month *au sixième* in the Place de la Madeleine. Having found a good and economical eating-house near by, *chez Duval*, his next search was for a professor from whom he might take practice lessons particularly in conversation. There were many people ready to teach French in all parts of Paris. Very close to the Madeleine in the Rue

Royale there was a large institution called the Association Internationale de Professeurs, which had been organised in 1860 by Mr Charles Rudy, and had a number of branches in Paris. The prices seemed reasonable, and the writer made arrangements for a certain number of lessons in Spanish to be given by a Cuban called Carlos Dórticos. Mr Dórticos proved to be a good teacher, and much benefit was derived from his instruction during the year 1884 and also 1885. Some lessons were also taken in Portuguese from a Brazilian professor in Mr Rudy's employ, and some in Roumanian from a native of Roumania also in Mr Rudy's employ. The presence of three small note-books, still in the writer's possession, containing memoranda on the grammar and lexicography of these three languages, attests the fact of his diligence during the summers of 1884 and 1885. Important changes have taken place since those days in the facilities offered for acquiring knowledge in holiday-time in Paris. Summer courses of considerable variety and number have been established by Universities and other institutions, but even in 1884 there were excellent opportunities for being kept thoroughly busy. Not only did the writer do the work set by his various professors, but he was diligent in searching for occasions to learn as they were offered by ecclesiastical and dramatic institutions. He was at services in the Madeleine and Notre-Dame. He went several times to hear the great preacher, Père Hyacinthe, preach in his little church in the Rue d'Arras, on Sunday afternoons, and sometimes he heard Pastor Bersier discourse in his elegant French on Sunday mornings in his church near the Place de l'Étoile. On week-day evenings he often dropped into a preaching-place of the McAll Mission, and sometimes heard good French, but sometimes not. A great opportunity for hearing classical French was pre-

sented by the representations of the Théâtre Français, or Maison de Molière, the most important perhaps of all the theatres of the world, which was open at least seven times a week. In the period we are speaking of one went to hear such actors as Coquelin Cadet play in the *Fourberies de Scapin*, or Jeanne Samary play the *rôle* of Dorine in the *Tartufe*. Visits to the Louvre and Luxembourg were also made, and the writer was brought into first-hand contact with great examples of sculpture and painting, the knowledge of which is so important for the student of literature, as the writer discovered later on in his career. At the moment, however, much of this aspect of things was obscure and not realised by him.

To set foot in Paris was a great event in the life of the writer. It was an important point in his education, and something may properly be said here of the impressions he received.

The most general impression was that France was a long way from Canada. Canadians thought that important matters were happening in their country, but for the most part they were not important enough to attract the attention of Frenchmen. An example of this indifference to Canadian affairs was noticeable in 1885 in regard to the North-West troubles. Very little was said about these troubles in the French press of the time, although the press of Quebec had a great deal to say about them. Sometimes the criticism of Sir John Macdonald and even of his French-speaking colleagues by French-Canadians was severe. On Dec. 1, 1885, the *Revue Canadienne*, in speaking of Messrs Caron, Langevin, and Chapleau, expressed itself thus, "Au lieu d'écouter la voix du devoir, ils n'ont su que se cramponner à leurs portefeuilles, en se payant d'une foule de faux prétextes et de mauvaises raisons." But the French press said little about the affair.

The writer remembers hearing two serious-looking gentlemen in the street conversing, one of them said, "Mais quel est ce Riel donc?" And the other replied, "Ça, c'est un révolté, là-bas au Canada." And presently the conversation changed. The press and the people were much more interested in what was going on in Europe, and even in Asia, and in Africa. Indo-Chine, Tonkin, Annam, and Afghanistan were often mentioned: Tonkin and Annam had just come under the authority of France, and it seemed as if Afghanistan would soon be the cause of war between England and Russia. And Africa was often a subject of hot debate: Madagascar came under French control in 1885. Egypt was a subject of dispute with England, and the Soudan was proving itself very difficult to handle by the English.

Naturally the French newspapers had much to say regarding what was doing in England and Germany. The two great men of these countries were Gladstone and Bismarck. Gladstone had however aroused hostility at home. He was charged with serious blunders. Majuba Hill (1881) was not forgotten. Gordon was killed at Khartoum (Jan. 27, 1885). There was serious trouble in Ireland. Cavendish and Burke had been killed (May 6, 1882). The Gladstone government was defeated (June, 1885). In Germany the great man, Bismarck, still ruled through his master William I. Both were receiving the dutiful homage of Germans,—one might almost say of the world.

One of the excitements of France in 1884 was the attack of Asiatic cholera which was most severe at Toulon and Marseille. It does not seem to have reached Paris. The writer was not without fear that it might, but like the rest, he stayed and took his chances. This dreadful disease prevailed also in Italy and Spain, and it raged

again in 1885 in Spain. It was in 1883 that Koch discovered the *comma bacillus*, the cause of the disease. Inoculation was tried without success. This was not the last invasion of Europe by cholera. It was there again around 1892, but not much since.

In the political field conspicuous names were Jules Grévy and Jules Ferry. Grévy was elected President of the Republic in 1879 and again in 1885, and resigned in 1887. Ferry had played an important part in public life from the establishment of the Third Republic, and became prime minister in February, 1883. He conducted a vigorous colonial policy in Tonkin and Madagascar, and aroused much hostility. His government was beaten March 30, 1885. An able French officer, Admiral Courbet, saved the situation, in spite of internal dissensions, and secured to France the possession of Tonkin. But he died aboard his ship on June 11, 1885. The writer remembers the state funeral with which he was honoured. France mourned deeply over the loss of this brave officer who, by his victories, did much to hearten France, after her humiliation of 1870, at the hands of such as Bazaine.

In the field of journalism the writer remembers two who attracted his attention by their vigour: Paul de Cassagnac and Henri Rochefort. Rochefort had already founded *La Lanterne* (1868) in which he attacked the Empire, and *L'Intransigeant* (1880) in which he fiercely criticised the leaders of the Republic. Later he became a partisan of Boulanger. Paul de Cassagnac, on the other hand, was a Bonapartist (also a fierce critic of the Republic). He founded *L'Appel au Peuple*, *Le Pays*, and *L'Autorité*. A journal of a new type, *Le Matin*, was founded in 1884. It was a paper for news, not for propaganda, and on its staff were men who held a variety of political views. It has had a successful career, although

the journals of decided views have been plentiful and successful. The writer also made the acquaintance of types of newspapers of a very high character, such as the *Journal des Débats*, which is now (1928) in its 139th year. He is proud to say that he has long been a reader of its carefully written and accurately documented articles. He also wishes to acknowledge his indebtedness to the articles of dramatic criticism of Francisque Sarcey which, beginning in 1867 continued to appear in the *Temps* for more than thirty years, and also to the very remarkable critical articles on all phases of literature written by that marvellous man, Ferdinand Brunetière, for the *Revue des Deux Mondes*. These two were at work in the years 1884-1885.

In the field of literature containing poetry, the drama, and the novel, the great writers of the group of 1830 had all passed away. Victor Hugo was one of the greatest and last to leave this scene. He died on May 22, 1885. He was buried in the Panthéon, and the writer remembers seeing the mass of funeral wreaths still lying in the Place du Panthéon after his arrival in Paris. The Romantic poets were followed by the Parnassians (Leconte de Lisle, etc.), and these by the Symbolists (Mallarmé, Verlaine, etc.). Of important novelists in 1884 and 1885 there were such as Émile Zola who was developing laboriously the story of the Rougon-Macquart, as related in that sordid series containing *Germinal*, *La Terre*, etc., and Alphonse Daudet in those charmingly fantastic inventions, such as *Tartarin de Tarascon*, *Tartarin sur les Alpes*, etc. There were also still alive such giants as Ernest Renan, the Biblical scholar, Hippolyte Taine, the psychological historian, Louis Pasteur, the biologist, and many others, of a brilliance such as the world has rarely seen.

This is a suitable place to say that in the academic year 1884-1885 the department of French and German had the advantage of the assistance of a Fellow whose time was divided between the two departments. This gentleman was Charles Whetham who graduated B.A. in 1884. He was winner of the French Prose Prize and the German Prose Prize in University College in 1884. His assistance was invaluable, but he declined to remain with us longer than one year at that time. During the summer of 1884 the writer had the great pleasure of spending a few days with Mr Whetham in Switzerland.

IX

TEACHING CONTINUES. STUDY OF LITERATURE. MODERN LANGUAGE ASSOCIATION. APPOINTMENT AS LECTURER.

THE reading of French texts constituted an important part of the work of undergraduates in the early history of Modern Language study in the University of Toronto. These texts were nearly all from the Classical period of French literature. Those on which the candidates of 1856 were examined were:

First Year—Molière, *L'Avare* and *le Tartufe* (17th Cent.); Voltaire, *Alzire* (18th Cent.).

Second Year—Molière, *Le Festin de Pierre*; Racine, *Iphigénie*, (17th Cent.); Lamartine, *Voyage en Orient* (19th Cent.).

Third Year—Racine, *Athalie*; Rotrou, *Venceslas* (17th Cent.); Lamartine, *Voyage en Orient*.

Fourth Year—Corneille, *Le Cid* (17th Cent.); Molière, *Le Médecin malgré lui*; La Bruyère, *Caractères* (17th Cent.).

In addition to the questions on the texts there were questions on general French history taken from Bonnechose's *Histoire de France*, and on the history of literature taken from Sismondi's *Literature of the South of Europe*, and from Chouquet's *History of French literature*.

We may assume that these texts were read carefully and understandingly and yielded to the student that satisfaction and culture which are obtained by the study of the master-pieces of literature. But when we look at

the questions set on the historical books we see that next to none of them have any connection with the great works prescribed. Taking the French papers of the Fourth Year in 1856 we find passages to translate from Corneille, Molière, and La Bruyère, along with questions on the texts. There are also seventeen questions from Bonnechose, all on the period of French History from Louis XVI to Louis Philippe, having no close relation to the literature read. We reproduce five of them here.

QUESTIONS ON BONNECHOSE (1856)

1. What right and what law did Louis XVI abolish on ascending the throne of France?

(2). What celebrated account did Necker render in January 1781?

(3). When did Necker resign his portfolio? Why did he take this step; in what condition did he leave the finances; and in what light was his retreat considered by France?

(4). Who undertook the siege of Gibraltar in 1782; and who was the inventor of floating batteries?

(5). In what year did England take Pondicherry in India?

When we read the questions on the history of literature we see that, although they have a reference to the period to which the prescribed texts belong, only one question (No 13) out of seventeen from Chouquet refers to any author read. We reproduce here nine out of the seventeen questions, as samples of the whole.

QUESTIONS ON CHOUQUET (1856)

(1). To what literary work did Guez de Balzac owe his reputation; and what did Malherbe predict of him?

(2). Give the character of the *Lettres provinciales* of Pascal, and state when they were published.

(3). Who was compared in the 17th century with Fléchier and Bossuet, without any claim to it?

(4). To what work is Mme de Sévigné indebted for her literary fame?

(5). Which of all the works of Montesquieu has procured him the highest share of glory?

(6). Name the author of the *Barbier de Séville*, *le Mariage de Figaro*, and *la Mère coupable*, and of Paul et Virginie.

(7). What are the three most remarkable works of Mme de Staël; and what is their style?

(8). Name some of M. Guizot's literary works.

(13). What is the most celebrated work of Pierre Corneille; when was it published; and what title did France give him during his life?

And in regard to Sismondi we find four pieces of mediæval French to translate and five questions upon these pieces, none of which, naturally, refer to the Classical period.

A glance at the literature papers in the work of the other years would show similar features. The master-pieces were read, and the historical treatises were read, quite independently of one another. No attempt seems to have been made to correlate these, or to understand the historical significance of the master-pieces.

We pass on to the year 1861 and we find some changes in the texts prescribed. We have now in the First Year, Montesquieu, *Grandeur et Décadence des Romains*; La Fontaine, *Fables*; Voltaire, *Alzire*.

Second Year, La Bruyère, *Caractères*; Racine, *Iphigénie*; Molière, *le Misanthrope*.

Third Year, Racine, *Phèdre* and *Athalie*; Bossuet, *Prince de Condé*; Rotrou, *Venceslas*; Boileau, *l'Art poétique*.

Fourth Year, Corneille, *le Cid*; Molière, *le Médecin malgré lui*; Racine, *Esther*; Mme de Staël, *de l'Allemagne*.

The texts to be read are still (in 1861) almost all of the Classical period. The quantity is perhaps a little greater. The questions on the history of literature seem to be less in quantity, but of the same character as five years earlier.

Passing on to 1867, the date of the first examination after Mr Pernet's appointment, there seems to be a somewhat larger quantity of texts to be read, but mainly of the same period as in earlier years.

At the examinations of 1867, the texts were in

First Year—Montesquieu, *Grandeur et Décadence des Romains*; Voltaire, *Alzire*.

Second Year—Bossuet, *Oraisons Funèbres*; La Fontaine, *Fables*; Racine, *Iphigénie*.

Third Year—La Bruyère, *Caractères*; Racine, *Athalie*; Guizot, *Histoire de la Civilisation en Europe*; Rotrou, *Venceslas*; Molière, *le Misanthrope*.

Fourth Year—Corneille, *le Cid*; Mme de Staël, *de l'Allemagne, Ière partie*; Lamartine, *Voyage en Orient*; Molière, *le Médecin malgré lui* and *l'Avare*; Racine, *Esther* and *Andromaque*.

As to historical books Bonnechose seems to have disappeared. But Sismondi, Lewis, and Chouquet are still on the programme, although less stress is laid on them. But the connection between these and the texts is as remote as ever. Here follow some questions.

QUESTIONS FROM CHOUQUET (1867)

- (1). Who is the author of *Paul et Virginie*?
- (2). What celebrated writer of the 19th century has given a most graphic and beautiful description of the Falls of Niagara?
- (3). What fact is much to be regretted with regard to M. de Lamartine?
- (4). Give the names of a few of the works of M. Saintine.
- (5). Who is considered the best French Lyric poet of the 19th century, and what was Benjamin Constant's opinion with regard to him?
- (6). What is the nom de plume of Marie Aurore Dupin?
- (7). What celebrated historian has taken the place of M. Guizot as professor in the Collège de France?

The year 1877-1878 might be regarded as an important point in the history of the University, since it was then that the Honour Course with its five Departments of Classics, Mathematics, Modern Languages with History, Natural History, Mental and Moral Science and Civil Polity, came into operation. At the examination in French in 1878 the following texts were examined on:

First Year—Mme de Staël, de l'Allemagne Part I; Erckmann-Chatrian, Madame Thérèse; La Fontaine, Fables; Molière, les Précieuses Ridicules; Honoré de Balzac, Scènes de la vie intime.

Second Year—Molière, les Femmes savantes; Scribe, le Charlatanisme; Racine, les Plaideurs; About, la Grèce contemporaine; Corneille, Cinna; Molière, l'Avare; Ponsard, l'Honneur et l'Argent.

Third Year—Molière, le Misanthrope; Racine, Iphigénie;

Van Laun, Selections from Taine; Erckmann-Chatrion, *Histoire d'un Paysan*; Lamartine, *les Confidences*; Victor Hugo, *les Chants du Crépuscule*.

Fourth Year—Scribe, *la Somnambule*, Bertrand et Raton; Ponsard, *le Lion amoureux*; Corneille, *le Cid*; Boileau, *le Lutrin*; Molière, *le Tartufe*, *le Bourgeois Gentilhomme*, *le Misanthrope*; Bonnechose, Bertrand du Guesclin.

If we compare these texts with those of 1856 we see (1) that the amount to be read is considerably increased, and (2) that there has been the addition of a number of more recent writers, some of whom, however, would hardly be said to belong to the first rank. When we look at the questions on the history of literature, most of which were based on Demogeot's *Histoire de la Littérature française*, we find that many of them, like those of earlier times, had but a remote connection with the texts read, and were quite as trivial. Some of these questions follow.

QUESTIONS ON THE HISTORY OF LITERATURE (1878).

(1). Whence arose the influence of Spain over French literature?

(2). During what part of the 17th century did it prevail?

(3). In what besides literature did it prevail?

(4). Briefly describe the life and influence of Antonio Perez.

(5). (a) What Spaniard and what Englishman chiefly influenced France through Perez? (b) What Italian influenced France at this time?

(6). Explain *les ruelles*.

(7). What position did Corneille hold prior to his arrival in Paris in 1629?

(8). What relation did Corneille assume toward the three unities?

- (9). How did l'hôtel Rambouillet receive Polyeucte?
- (10). How do Corneille's characters compare with those of Shakespeare?
- (11). "O chair!", "O idée!" Explain the allusion in these words.
- (12). Give Demogeot's summary of le jansénisme.
- (13). What defect in Descartes' system is supplied by Pascal?
- (14). Under what heads may the tragedies of Racine be grouped?
- (15). Arrange under their respective literary departments the leading writers of the 17th century and their principal works.

The work done in French in the academic year 1884-1885 followed the prescription of 1880, and was the last year's work done under that prescription. A new curriculum was issued in 1885, and the work done in 1885-1886 was based on its terms. Between the prescribed courses of 1880 and 1885 there are several interesting differences to be noted. In 1880 there were Pass courses in the First and Second Years but not in the Third and Fourth Years. In the curriculum of 1885 there were Pass courses in all the years. In both 1880 and 1885 there were Honour courses in all the years, and candidates for Honours were obliged to take all Pass work prescribed.

Respecting the Honour work important differences existed between the curriculum of 1880 and that of 1885, particularly in the study of the literature. The curriculum of 1880, like all that had preceded it, followed no chronological order, or gradation of difficulty, in the matter of texts prescribed. It also set for reading critical works which described and discussed texts and principles, without giving the student an opportunity to see the texts

except in an accidental way. The curriculum of 1885, on the other hand, attempted, at least in the Third and Fourth Years, to put the course into an orderly form, by prescribing one great author, Molière, for study in the Third Year, and another great author, Victor Hugo, for study in the Fourth Year. The books that talked about literary history were eliminated, except for reference, and students were asked to study the general and social history of the times of Molière and Hugo. Thus it was hoped to concentrate attention on a few great things, and prevent frittering away time in trying to acquire knowledge at second hand. Here follow questions on literature which in 1886 took the place of the rote type of questions on the history of literature of earlier times.

THIRD YEAR FRENCH LITERATURE (1886).

N.B. In answering please substantiate statements, where necessary, by reference to passages in Molière's plays.

(1). Give a brief outline of the life of Molière. Indicate the chronological position of *l'Étourdi*, *les Précieuses Ridicules*, and *le Malade Imaginaire*. (Exact dates not necessary.)

(2). Would it be more just to regard Molière as a maker of fun or as a teacher of morals? Which view is it likely he held himself?

(3). In what respect are we to consider Molière as a creator? Was he much indebted to classical literature or to the literatures of the surrounding nations?

(4). *Les Femmes*. What light do Molière's plays throw on the position of women both before and after marriage in the society of his day? What does he seem to think of the matter himself? What form does the Women's Rights' movement seem to have taken in his day? How does he treat it?

(5). Write a critique on any one of the following plays: le Festin de Pierre, l'Avare, le Bourgeois Gentilhomme, les Femmes Savantes, le Misanthrope.

(6). From the writings of Molière, what would you infer was the prevailing sentiment towards monarchs in general, and towards Louis XIV in particular?

(7). What seems to have been the condition of the medical profession?

FOURTH YEAR FRENCH LITERATURE (1886).

(1). Sketch briefly the life of Hugo. Point out the chronological position of the following: les Vierges de Verdun, Sara la Baigneuse, Chants du Crépuscule, Ruy Blas, and Napoléon le Petit (exact dates not required). Indicate briefly any points of interest in connection with these works.

(2). Criticise Notre-Dame de Paris with respect to (a) its fidelity to history, (b) the naturalness of its characters, (c) its diction, and (d) the arrangement of its plot.

(3). Give as exactly as you can the points in dispute between the Romanticists and the Classicists with respect to tragedy.

(4). Write in French a short critique on Hernani.

(5). Write notes on: Ceci tuera cela, Habibrah, Gennaro, Gilbert, Don Salluste, Canaris.

(6). Give an estimate of Hugo as a politician.

Subsequently to 1886 other changes in teaching and examining in literature were introduced. The questions on the Fourth Year History of Literature of 1890 will give an idea of what was done, and of how far we had travelled since 1878. Part of the paper of 1890 is herewith subjoined.

UNIVERSITY OF TORONTO, *Annual Examinations, 1890,*
Candidates for B.A. French, Honours, Examiners,
W. H. Fraser & J. Squair.

The following extracts are from writers of various times and schools. The candidate is required from a consideration of the ideas, language, literary form, &c., to refer each piece to its proper time and school, giving the reasons in each case which determine the decision.

(a) Paris a un enfant et la forêt a un oiseau; l'oiseau s'appelle le moineau; l'enfant s'appelle le gamin. * * * Ce petit être est joyeux. Il ne mange pas tous les jours et il va au spectacle, si bon lui semble, tous les soirs. Il n'a pas de chemise sur le corps, * * * il porte un vieux pantalon de son père qui lui descend plus bas que les talons, * * * une seule bretelle en lisière jaune, il court, guette, quête, perd le temps, culotte des pipes, jure comme un damné, hante le cabaret, connaît des voleurs, parle argot, chante des chansons obscènes, et n'a rien de mauvais dans le cœur. C'est qu'il a dans l'âme une perle, l'innocence; et les perles ne se dissolvent pas dans la boue.

(b) A. me remit les armes qu'elle avait eu soin d'apporter: ensuite elle pansa ma blessure. En l'essuyant avec une feuille de papaya, elle la mouillait de ses larmes. "C'est un baume," lui dis-je, "que tu répands sur ma plaie." "Je crains plutôt que ce ne soit un poison," répondit-elle. Elle déchira un des voiles de son sein, dont elle fit une première compresse, qu'elle attacha avec une boucle de ses cheveux.

(c) Nous mangions des mousses appelées tripes de roche, des écorces sucrées de bouleau, et des pommes de mai, qui ont le goût de la pêche et de la framboise. Le noyer noir, l'érable, le sumac, fournissaient le vin à notre table. Quelquefois j'allais chercher parmi les roseaux une plante dont la fleur allongée en cornet contenait un verre

de la plus pure rosée. Nous bénissions la Providence, qui sur la faible tige d'une fleur avait placé cette source limpide au milieu des marais corrompus, comme elle a mis l'espérance au fond des cœurs ulcérés par le chagrin, comme elle a fait jaillir la vertu du sein des misères de la vie.

(d) Les nymphes, avec leurs cheveux tressés et des habits blancs, servirent d'abord un repas simple, mais exquis pour le goût et pour la propreté. On n'y voyait aucune autre viande que celle des oiseaux qu'elles avaient pris dans des filets, ou des bêtes qu'elles avaient percées de leurs flèches à la chasse; un vin plus doux que le nectar coulait des grands vases d'argent dans des tasses d'or couronnées de fleurs. On apporta dans des corbeilles tous les fruits que le printemps promet et que l'automne répand sur la terre.

(e) Il n'écoutait pas, il hochait la tête, guettant les garçons, pour ne pas leur laisser emporter les plats sans les avoir torchés. On avait mangé un fricandeau au jus et des haricots verts. On apportait le rôti, deux poulets maigres, couchés sur un lit de cresson, fané et cuit par le four. Au dehors, le soleil se mourait sur les branches hautes des acacias. Dans la salle, le reflet verdâtre s'épaississait des buées montant de la table, tachée de vin et de sauce, encombrée de la débâcle du couvert; et le long du mur, des assiettes sales, des litres vides, posés là par les garçons, semblaient les ordures balayées et culbutées de la nappe. Il faisait très chaud. Les hommes retirèrent leurs redingotes et continuèrent à manger en manches de chemise.

(f) Enfin on voyait de toutes parts un peuple nombreux, des vieillards qui allaient porter dans les temples les prémices de leurs fruits; de jeunes hommes qui revenaient vers leurs épouses, lassés du travail de la

journée; les femmes allaient au-devant d'eux, menant par la main leurs enfants qu'elles caressaient, on voyait aussi des bergers qui paraissaient chanter, et quelques-uns dansaient au son du chalumeau. Tout représentait la paix, l'abondance, les délices; tout paraissait riant et heureux.

Prior to 1885 the manner of prescribing the History of French literature was to demand of students a knowledge of certain treatises which have been already mentioned, such as Demogeot's *Histoire de la Littérature française*. In the year 1885-1886 no definite books are mentioned, but the work is defined by Years, thus: First Year, Outlines of French Literature; Second Year, History of French Literature in the 19th Century; Third Year, French Literature in the 17th and 18th Centuries; Fourth Year, The chief works of Victor Hugo and their relations to the general and social history of his times.

A decade later, in 1895-1896, a further change was made by which the History of Literature was omitted from the First Year, and confined to the other three Years, thus: Second Year, History of French Literature in the 17th century, and outlines of the preceding periods; Third Year, History of French Literature from 1715 to 1820; Fourth Year, History of French Literature from 1820 to the present time. And in these three years the texts prescribed to be read belonged in each year to the historical period studied. In this way the study of French History and Literature received a coherence which had not hitherto existed in the University of Toronto. It became possible to concentrate attention on the main elements of the great periods of literature.

And in spite of minor changes and adjustments the programme of studies in literature has retained substan-

tially the same great features throughout the thirty years which have followed down to the present. The following extracts from two Fourth year papers of 1926 will show that the influence of 1886 and 1890 is still felt.

FRENCH—HISTORY OF LITERATURE, FOURTH YEAR, 1926
Examiner—J. H. Cameron

(1). Show what place is occupied in the history of literary criticism by Sainte-Beuve, Taine, and Brunetière; and in the history of the drama by Alfred de Musset, Augier, and Edmond Rostand.

(2). What is meant by the statement which has been made of certain French writers: "Ils ont la rage du document."? To which of them could it be applied most accurately?

(3). Write short notes on the following:

Stendhal, Auguste Comte, Ernest Renan, Les frères Goncourt, Guy de Maupassant, Pierre Loti, Anatole France, Maurice Maeterlinck, and two of the Canadian poets, Octave Crémazie, Albert Lozeau, and Paul Morin.

(4). Point out characteristic marks in the following extracts which enable you to refer them to an approximate date, or to any literary school:

(a) Auprès d'une féconde source
 D'où coulent cent petits ruisseaux,
 L'Amour, fatigué de sa course,
 Dormait sur un lit de roseaux.

 Les Naiïades sans défiance
 S'avancent d'un pas concerté;
 Et toutes, en un grand silence,
 Admirent sa jeune beauté.

Ma sœur, que sa bouche est vermeille!
 Dit l'une d'un ton indiscret.
 L'Amour, qui l'entend, se réveille
 Et se félicite en secret.

Il cache ses desseins perfides
 Sous un air engageant et doux:
 Les nymphes, bientôt moins timides,
 Le font asseoir sur leurs genoux.

Eucharis, Naïs et Thémire
 Couronnent sa tête de fleurs,
 L'Amour, d'un gracieux sourire,
 Répond à toutes leurs faveurs.

Mais bientôt, aux flammes cruelles
 Qui brûlent, la nuit et le jour,
 Ces indiscrètes immortelles
 Connurent le perfide Amour.

Ah! rendez-nous, dieu de Cythère,
 Disent-elles, notre repos:
 Pourquoi le troubler, téméraire?
 Nous brûlons au milieu des eaux.

Nourrissez plutôt sans vous plaindre,
 Répond l'Amour, mes tendres feux:
 Je les allume quand je veux:
 Mais je ne saurais les éteindre.

- (b) Il n'y a pas eu de printemps cette année, ma chère;
 Pas de chants sous les fleurs et pas de fleurs légères,
 Ni d'avril, ni de rires et ni de métamorphoses;
 Nous n'aurons pas tressé de guirlandes de roses.

Nous étions penchés à la lueur des lampes
 Encore, et sur tous nos bouquins de l'hiver
 Quand nous a surpris un soleil de septembre
 Rouge et peureux et comme une anémone de mer.

Tu m'as dit: "Tiens, voici l'Automne.
 Est-ce que nous avons dormi?
 S'il nous faut vivre encore parmi
 Ces in-folio, ça va devenir monotone.

Peut-être déjà qu'un printemps
 A fui sans que nous l'ayons vu paraître;
 Pour que l'aurore nous parle à temps
 Ouvrir les rideaux des fenêtres."

Il pleuvait. Nous avons ranimé les lampes
 Que ce soleil rouge avait fait pâlir,
 Et nous nous sommes replongés dans l'attente
 Du clair printemps qui va venir.

- (c) Le soleil, implacable, embrase, vertical,
 Les champs d'oliviers bleus où l'oiseau vocalise.
 Midi. Sous les cyprès l'ombre s'immobilise
 Dans le calme pieux du jour dominical.

Un prêtre, beau vieillard au front patriarcal,
 Apparaît à la porte ouverte de l'église.
 La pénombre où l'autel de marbre blanc s'enlise
 Exhale la fraîcheur d'un cloître monacal.

Sur les mûres moissons des glèbes inégales
 Se croise le concert des stridentes cigales,
 Et sous les cheveux noirs de son large bandeau

Savourant le repos d'une longue semaine,
 Sur la place déserte où sanglote un jet d'eau
 Passe une Provençale au profil de Romaine.

FRENCH PRESCRIBED TEXTS, FOURTH YEAR, 1926.

Examiner—J. S. Will

(*In your answers make explicit reference to works read*)

(1). Compare the poetry of Victor Hugo with that of Leconte de Lisle from the following points of view:

- | | |
|-------------------------|-----------------------------|
| (a) Sources | (d) Philosophy of life |
| (b) Personal confession | (e) Attitude towards nature |
| (c) Lyric quality | (f) Poetic form |

(2). Bourget says:

(a) "La révolution est une déviation extraordinaire de notre tempérament national."

(b) "Le monde est un système de choses invisibles manifestées visiblement."

Examine the consequences of these opinions in such of his works as you have read.

(3). Write on any two of:

(a) Symbolism in Victor Hugo, Leconte de Lisle, and Verlaine.

(b) Realism in Balzac and Bourget.

(c) The dramatic art of Henri Becque.

(d) The poetic theme and the method of its development in *L'Expiation* or *Cain*.

There would perhaps be very few to-day who would doubt that a long step forward was made in 1886 by the adoption of the new method of studying literature. It was surely better to concentrate our efforts on a few great men, and gain a coherent view of a few important points, than to dissipate our energies by covering a wider field in

a superficial way. But at the time there were some who were strongly opposed to the new projects. One of these was Dr Daniel Wilson, President of University College, who on two successive occasions criticised the new courses in French. It is true that Dr Wilson was a member of the Senate which prescribed the courses, and the writer was not a member, but that did not prevent the President from castigating the humble Lecturer from the Convocation platform, nor from giving a somewhat distorted view of the new courses.

President Wilson in his convocation address on Oct. 12, 1887, in referring to recent changes in the University said: "Special instructors are now provided in German, French, Italian, and Spanish, and a chair of the English language is to be equipped in addition to the lectureship in that important branch." * * * * *

"But extremists have not only effected a divorce between examiner and teacher, but would fain substitute examination for the teacher's work. With such the ideal university of the future is a board of examiners and a file of text books. Under this influence rival programmes outvie each other in the multiplicity of book work, nor can I claim for our own curriculum an absolute exemption from the taint."

Toronto *Globe*, Oct. 13, 1887.

In the following year he returned to the attack with fuller explicitness. In his convocation address of Oct. 19, 1888, he said: "But even where the term (text-book) is recognised in its technical sense, the mistake is more and more made of dictating in mass a multitude of texts, irrespective of the time at the disposal of teacher or student—all the historical plays or the tragedies of Shakespeare, the whole or the chief works of Molière or those of

Victor Hugo, which in our library edition are comprised in forty-four closely printed volumes. Such a programme is at best incompatible with thoroughness, while it tends to give the examinations based on it not a little the chance aspect of a lottery."

Toronto *Globe*, Oct. 20, 1888.

In another part of the work of the French department important changes were introduced by the Curriculum of 1885, *viz.*, in the history of the French language, and these changes were reflected in the teaching of the year 1885-1886, and in the Examinations of May, 1886. A brief outline of the history of the teaching of French philology in the University of Toronto follows.

The study of the History of the Romance Languages formed part of the work at an early date in University College. In the Calendar of 1857-1858 we find the following items prescribed for Honours in the Fourth Year: (1) "Poetry of the Troubadours and Trouvères compared, and rendered into French Prose," and (2) "Comparison of Etymological and Grammatical forms in Latin, Provençal, French, Italian, and Spanish." Two books, which treated of these matters, were set to be read: Sismondi's *Literature of the South of Europe*, and Lewis's *Origin and Formation of the Romance Languages*.

Jean Charles Léonard Simonde de Sismondi (1773-1842), who was of Italian origin, was born at Geneva. He distinguished himself as a political and historical writer, producing some important works, such as *Histoire des Républiques Italiennes du moyen âge*, (16 vols, 1807-1818), *Histoire des Français* (29 vols, 1821-1843), and *De la Littérature du midi de l'Europe* (1813). The first volume of this last book contains the discussion of the poetry of the Trouvères and Troubadours as well as of the

literature of Italy. The second volume is mainly occupied with the literature of Spain and Portugal. The discussion is accompanied with numerous samples of poetry belonging to the regions covered, and in the English version these are freely translated into English verse. These extracts formed the subject matter for class work and examinations, as may be seen in the Examination of 1861.

Sir George Cornewall Lewis (1806-1863) was a distinguished English statesman and scholar, who wrote a number of political and historical works. His book on the Romance Languages was composed in 1833 and first published in 1835. The second edition was published in 1862. The great object which Lewis had in view was to disprove the theory regarding the origin of the Romance Languages which was held by Raynouard, which will be described in a moment. As Lewis proceeds with his argument he presents a number of etymological and grammatical phenomena which were used as topics for instruction and examination.

François Just Marie Raynouard (1761-1836), dramatic author, historian, and philologist, was one of the earliest Romance scholars. He was a man of large erudition and produced a remarkable collection of works on the Romance Languages. His most important theory respecting the origin of these languages is expressed concisely in the following passage of his *Grammaire Comparée, Discours Préliminaire*, p. II., "il a existé, il y a plus de dix siècles, une langue qui, née du latin corrompu, a servi de type commun à ces langages (langues romanes). Elle a conservé plus particulièrement ses formes primitives dans un idiome illustré par des poètes qui furent nommés troubadours."

The theme of Lewis's book, just referred to, is to show that each Romance Language has come directly from the

Latin which was spoken in each region of the Roman empire, the people of each region having been subjected to a different set of influences, and hence developing a different set of results in language and literature.

Here follows part of the paper of 1861 for Honours in Fourth Year French.

I

(1). Explain the difference of opinion between Mr Raynouard and Sir G. Cornwall Lewis, on the origin of the Romance Languages.

(2). What dissimilarity do you perceive between the Italian, Spanish, and the Provençal in the system of formation and declension?

(3). What did *en* and *ne* mean in the Provençal language; and what *i*, *y*, and *hi*?

(4). How many conjugations has the Provençal; how do they terminate, and how many auxiliary verbs?

(5). In comparing the Provençal verb with the Italian and Spanish, what do you remark in their termination?

(6). In what number do the Romance languages address a person?

(7). Give the modifications undergone in the Provençal, Spanish, and French languages, of the Latin prepositions *ab*, *ad*, *cum*, and *sine*.

II

Translate the following stanzas, first into English, then into modern French:

En greu esmai et en greu pessamen
 An mes mon cor, et en granda error
 Li lauzengier el fals devinador,
 Abaissador de joi et de joven;

Quar vos, qu'ieu am mais que re qu'el mon sia
 An fait de me departir e lonhar
 Li qu'ieu nous posc vezer in remirar,
 Don muer de dol e d'ir' e de feunia.

Cel que m blasma vostr' amor ni m defen
 Mo podon far en re mon cor melhor,
 Ni'l dous desir qu' ieu ai de vos major,
 Ni l'enveja, ni 'l dezir ni 'l talen.
 E non es hom, tan mos enemics sia,
 Si 'l n'aug dir ben, que no 'l tenha en car;
 E si' n ditz mal, mais no m pot dir ni far,
 Neguna re quez a plazer me sia.

Languè d'Oc, p. (108)

Tuit li clergie, et li home d'aaige,
 Que de bienfaiz et d' aumosnes vivront,
 Partiront tuit à cest pelerinaige.
 Dex est assis en son haut héritage:
 Or parra bien co cil le secorront,
 Cui il geta de la prison ombrage,
 Quant il fut mis en la croix que tuit ont.
 Certes tuit cil sont honnis que n'i vont
 S'ils n'ont pov'té, ou vieillesse ou malage.
 Et cil qui jove et sain, et riche sont
 Ne porront pas demorer sans hontage.

Languè d'Oil, p. (229).

Note: The two stanzas of Languè d'Oc are to be found in Sismondi, 4th ed., vol. I, p. 108, and the stanza of Languè d'Oil at p. 229, accompanied by free translations into English verse.

In addition to the translation of the two extracts from Sismondi, there are twenty side questions on the text of the extracts of which we shall reproduce five.

(1). *En greu esmai, &c.* Set these four first verses into a regular construction.

(2). *Que re qu'al mon sia.* Fill up the ellipses; and state what meaning has *mon* in modern French, and what in Provençal. Change *sia* into a French, Italian, or Spanish impersonal verb.

(3). *An fait.* Supply the subject.

(4). *Qu'ieu nous posc vezer in remirar.* Resolve *nous*, and state what tense and mood is *posc*.

(5). *Ni'l dous desir, &c.* Fill up the ellipsis; and set in regular order this and the following line.

In the year 1878 two groups of questions in French philology were set, one in the Third Year numbering twenty-five, and one in the Fourth Year numbering fifteen. All the questions are based on Ampère's *Histoire de la Formation de la Langue Française* which had just been added to the prescribed work in French philology. Eight questions follow hereupon.

FRENCH PHILOLOGY IN 1878 FOR THIRD YEAR STUDENTS

(1). "Les langues en général commencent par être une musique et finissent par être une algèbre." Illustrate this by stating the changes produced by age on consonant and vowel sounds.

(2). Name some causes of linguistic change.

(3). What marks indicate novelty of age in language?

(4). Name the principal neo-latin languages.

(5). How does the Wallachian aid in the study of the philology of the French?

(6). Wherein do Ampère and Raynouard differ with regard to a Romance Language?

(17). Do *êtes* and *être* come from *esse* or from *stare*? Prove your answer.

(25). Does the history of the French language teach that linguistic development is the result of inherent upward tendencies, or of successive decay and reconstruction?

Sismondi's *Literature of the South of Europe*, and Lewis's *Origin of the Romance Languages* kept their place on the curriculum for a long time. They are on the list of prescribed books in the year 1876-1877. But we are here on the point of an important change. Lewis's book is not on the list of 1877-1878, and instead we have Ampère's book. This meant the beginning of a narrowing of the field of study from the Romance Languages to the language of the north of France. Ampère's book seems to have continued on the curriculum until 1884-1885. But complete freedom from the burden of all the Romance Languages did not come at once. Although Lewis was left off the list, Diez was put on, and in the part of Diez which was prescribed all the languages of the Romance group were touched on, including the Engadine, and Roumanian. C. B. Cayley's translation of Diez's *Grammar of the Romance Languages* was prescribed in 1879-1880, but fortunately in reality it was not the whole book. In 1881-1882 the field was again narrowed by the prescription of Littré's *Histoire de la langue française*. Diez remained on the list until 1883-1884, and, at the examination in Italian of 1884, questions from it were set.

In the year 1885-1886 important changes are noted in the philological features of the curriculum. Bourguignon's *Grammaire de la Langue d'Oïl*, Brachet's *Introduction to the Etymological French Dictionary* (translated by G. W. Kitchin), and an extract from the *Chanson de Roland* in Bartsch's *Chrestomathie de l'ancien français* are set for Third Year work, and a few extracts from

Bartsch's *Chrestomathie*, along with a half dozen chapters from Littré's *Histoire de la langue française* are set for Fourth Year work. Lectures in University College are given and an attempt is made to trace with accuracy the history of sounds and words from Latin through mediæval French into modern French.

The May examination of 1886 in Third and Fourth Year Honour French shows that a new order of things has arisen. The vaguer type of question which could be answered in a general, superficial way, is replaced by a type demanding greater definiteness and precision. The philological portion of the Third Year paper follows:

N.B. In deriving words be careful to point out, letter by letter, the changes the words have undergone, showing in each case whether these changes follow the general analogy or not.

I

(a) Translate into English:

Dient paien "l'emperere repairet.
de cels de France odum suner les graisles;
se Carles vient, de nus i avrat perte,
se Rollanz vit, nostre guerre novellet,
perdud avuns Espagne nostre terre."
tel quatre cent s'en assemblent a helmes
e des meillurs ki el camp quient estre,
a Rollant rendent un estur fort e pesme:
or ad quens endreit sei sez que faire.

- (1). Decline *emperere*, *quens*, *cels*, *Carles*.
- (2). Derive *dient*, *paien*, *repairet*, *avrat*, *guerre*, *estre*, *pesme*, *sez*, *faire*.
- (3). *Estur*. Give cognate words in English and German. Of what phonetic law is this word an example? Give other examples.

(b) Translate into English:

Li quens Rollanz revient de pasmeisuns,
 sur piez se drecet, mais il ad grant dultur;
 guardet aval e si guardet amunt;
 sur l'erbe vert, ultre ses cumpaignuns,
 la veit gesir le nobilie barun,
 ço est l'arcevesque que deus mist en sun num;
 claiemet sa culpe, si reguardet amunt,
 cuntre le ciel amsdous ses mains ad joint,
 si priet deu que pareïs li duinst;
 morz est Turpins li guerriers Charlun.
 par granz batailles e par mult bels sermuns
 cuntre paiens fut tuz tens campiuns
 deus li otreit seinte beneïçun.

(1). pasmeisuns. Derive. Point out anything remarkable in its derivation. Give modern form.

(2). guardet aval. Derive both words. Point out the difference in meaning between *garder* (Old French), *garder* (Modern French), and the original word. Give a derivative of *aval* with meaning.

(3). *vert*. Write a note on the grammatical form of this word. Derive it from *vīridis*.

(4). *gesir*. Derive from *jācēre*. What parts of the word are still in use?

(5). *pareïs*. Derive from *paradisus*. What form and meaning has the word to-day? Give its modern doublet.

Since 1888 the philological study in French has been confined to the dialects of the north of France of the middle ages. An attempt has been made to induce the students to lay emphasis on the reading of the mediæval texts, rather than on the reading of books which discuss these texts. Parts of great poems and prose works, such as the *Chanson de Roland*, the *Saint-Graal*, *Villehar-*

douin's *Conquête de Constantinople*, Joinville's *Saint Louis*, etc., have been studied. Sometimes Books of Reference, such as Grammars and Dictionaries have been recommended, sometimes not. At present the prescription in the Calendar is simply: "Elementary course in Old French". There follow hereupon some questions given at the Examination of 1926.

The examination paper in Old French for 1926 consisted of extracts (a), (b), (c), (d), from texts, given without titles, upon which the following questions were set:

(1). In your judgment, what is the chronological order of the texts from which extracts (a), (b), (c), and (d) are taken, beginning with the oldest? Indicate definite reasons which lead you to adopt this order.

(2). Translate extract (a) into English. (Its action takes place in the city of Jerusalem.)

(3). Point out the chief features of the versification of extract (a).

Then follow seven questions on derivation.

(4). Latin *fragilem* appears in Modern French as both *frêle* and *fragile*. Account for the existence of two forms.

(5). What kind of explanation do you offer of the fact that Old French *tonnel* reappears in Modern French as both *tonneau* and *tunnel*?

(6). The vowel *a* of Latin *paratam* reappears with three different values in Modern French *parée*. Account for the difference.

(7). Why does the first vowel of Latin *nūllum* and *mūltum* have different values in Old French *nul* and *molt*?

(8). How do you account for the *b* in Modern French *chambre*, when Latin *cameram* shows none?

(9). Why does the Old French feminine singular *grant* lack the termination *e* seen in Modern French *grande*?

(10). Show the course of development of *plūs*, *brēvem*, *colōrem*, *mēnsem*, *amat*, and *perīcūlum*, from Latin to Modern French.

MODERN LANGUAGE ASSOCIATION

Another matter of some importance in 1886 was the founding of the Modern Language Association of Ontario in which the writer took an active part. To understand the matter we make an extract from the record of the proceedings.

“During the session of the Ontario Teachers’ Association held in the Education Department, Toronto, in the month of August, 1886, the following persons interested in the study and teaching of Modern Languages met one evening in one of the rooms of the Education Department and determined to make an endeavour to organise those interested in Modern Language study, in the Province of Ontario, into a society: J. M. Hunter, M.A., Barrie, A. W. Wright, B.A., Galt, Wm Houston, M.A., Toronto, C. Whetham, M.A., Baltimore Md., J. H. Cameron, B.A., Toronto, E. J. McIntyre, B.A., St Catharines, A. H. Young, Toronto, and J. Squair, B.A., Toronto.

“J. Squair was chosen provisional secretary, and was instructed to make arrangements for a meeting as soon as would be convenient. In accordance with these instructions the following circular was issued.

Toronto, Dec. 11, 1886.

“Dear Sir

At an informal meeting of persons interested in the study and teaching of Modern Languages (including English), held during the session of the Ontario Teachers’

Association in August last, it was decided to endeavour to form a Modern Language Association for the Province of Ontario, and I was appointed provisional secretary with instructions to make arrangements for a meeting at an early date.

“As there appeared to be a desire among the members of the Ontario Teachers’ Association to change their time of meeting from August to Easter, it was thought best, if they decided to make the change, to have the first meeting of the Modern Language Association at the same time. But the Committee of the Ontario Teachers’ Association, having decided not to change the time of meeting, I have been advised by Modern Language men with whom I have conferred to arrange for a meeting to be held on Wednesday, the 29th of December next, in the University College Y.M.C.A. Building, at which the following programme will be presented:

Wednesday December 29th

- “11 a.m. Appointment of Committee to draft Constitution.
- 2-4 p.m. Organisation, Election of Officers, and other Business.
- 4-5 p.m. The Status of Modern Language Study in Ontario. Geo. E. Shaw, B.A.
- 7.30-8.30 p.m. The Uses of Modern Language Study. F. H. Sykes, M.A.
- 8.30-9.30 p.m. French in University College. J. Squair, B.A.
- 9.30-10.30 p.m. Methods of Teaching Moderns to Beginners. A. W. Wright, B.A.

Thursday December 30th

“10-10.30 a.m. Address by Daniel Wilson, LL.D.

10.30-11.30 a.m. Examinations in Modern Languages.
R. Balmer, B.A.

11.30-12.30. English Literature and Grammar. E. J.
McIntyre, B.A.

(If the papers do not take the full hour, the remaining time will be devoted to the discussion of the points raised.)

“The advantages to be derived from an organisation such as is proposed are so obvious that it is not necessary to point them out. It is hoped you will look with favour on the scheme, and that you, and any others whom you may be able to influence, will kindly accept this invitation to be present to give counsel and encouragement in the formation of what no doubt will be a successful society.

Yours very truly

J. Squair

University College.”

In response to this invitation the following persons met on Wednesday, Dec. 29, at 11 a.m., in the University College Y.M.C.A. Building, Toronto: D. Wilson, LL.D., Geo. E. Shaw, B.A., W. H. VanderSmussen, M.A., W. H. Fraser, B.A., A. W. Wright, B.A., R. Balmer, B.A., E. J. McIntyre, B.A., J. H. Cameron, B.A., P. Toews, M.A., A. H. Young, Miss K. F. Hagarty, Miss E. De Wilton, L. H. Alexander, M.A., F. H. Sykes, M.A., John Seath, B.A., J. Blackstock, B.A., J. C. Robertson, B.A., G. F. Lawson, B.A., J. M. Hunter, M.A., LL.B., J. C. Frankenstein, A. Hamilton, M.A., M.B., J. Squair, B.A., Wm Houston, M.A., Miss Eliza Balmer, B.A., J. A. Ferguson, G. I. Riddell, B.A., Arnoldus Miller, M.A.

The Modern Language Association of Ontario was duly organised, and the following officers were elected:

Honorary President, Daniel Wilson.

President, W. H. VanderSmussen.

Vice-President, Geo. E. Shaw.

Secretary-Treasurer, J. Squair.

Councillors

W. H. Fraser

P. Toews

J. Seath

D. R. Keys

F. H. Sykes

J. M. Hunter

R. Balmer

E. J. McIntyre.

The new Association remained a separate organisation for six years, and in 1893 it became the Modern Language Section of the College and High School Department of the Ontario Educational Association, and has continued to remain such until the present (1928). The writer filled the office of Secretary for the first seven years. He was succeeded in that office by W. H. Fraser in 1893. The writer was made Secretary again in 1898, and remained such until 1907. He was succeeded in 1908 by G. H. Needler, who remained Secretary until 1915, when he was succeeded by A. E. Lang. The writer was again Secretary in 1916 and 1917. He was thus Secretary during seventeen years. F. C. A. Jeanneret became Secretary in 1918. He was succeeded in 1923 by H. W. Irwin, who was succeeded in 1925 by G. S. Bale, who is still Secretary. It should be added that Daniel Wilson was Honorary President for two years, Goldwin Smith for two, and John Alexander Boyd for two.

One of the chief interests of the Association, to judge from the proceedings, was to improve the regulations of the University of Toronto and of the Education Department of Ontario, as far as these related to Modern Languages. At the first meeting, for instance, the following

resolution was adopted. "That in the opinion of this Association much might be done for the improvement of Modern Language study in our secondary schools by a readjustment of the scale of values assigned to the subjects of English, French, German, History and Geography, at the Matriculation Examination of the Provincial University, by increasing the values for English, French, and German respectively, and at the same time by increasing the requirements in these subjects; and further that these languages are of sufficient importance to justify such action, and that a copy of this resolution be sent to the University Registrar."

The following schedule gives the scale of marks, referred to in the resolution, as it appears in the curriculum of 1885.

For Junior Matriculation

Greek	220	Latin	220
Mathematics	440	English	150
History and Geography	100	French	100
German	75	Chemistry	60
Biology	60	Physics	60

For Senior Matriculation and First Year

Classics	500	Mathematics	500
English	200	French	125
German	125		

What was complained of in the scale of marks was that the four items in Modern Languages (English, History and Geography, French, German) should count for less (425) than Mathematics, or Classics (440). What was desired was that History and Geography should not be considered an essential part of the Modern Language

Department, and that English should be ranked equal with French or German, and that these changes should be effective, not only at Matriculation, but throughout the Undergraduate Course. Indeed at this first meeting of the Association a resolution was adopted in favour of removing history from the Department of Modern Languages, which read as follows: "In the opinion of this Association it is desirable that the Honour Course in Modern Languages in the University of Toronto be relieved of the Honour work in History and Ethnology, and that a copy of this resolution be transmitted to the Registrar of the University."

This resolution was pleasing to the writer, for it was a confirmation by a competent body of what he had been advocating for some time. But it was too radical a thing to meet with wide acceptance at once. It may be pointed out that there was something ironical in the Association making Daniel Wilson its Honorary President at the very moment of an attack by it on the department of study of which he was head. Nevertheless he was Honorary President for two years.

The Departmental Examinations in French and German were criticised by the Association at its first meeting, in the following resolution: "That in the opinion of this Association the character of the Departmental Examinations in French and German is extremely unsuitable in many respects, and further that these Examinations should be assimilated in character to those of the Provincial University."

The passing of this resolution meant to the writer that the changes he had introduced in the grammar questions of the University in 1884, 1885, 1886, had been approved by the Association, and gave an assurance that changes of a similar character would before long be introduced in

the Departmental papers. This assurance was realised. (See p. 90).

Since the beginning the Association has been favoured with a large variety of interesting discussions on the many subjects useful to its members. Topics of an intellectual order have been predominant. Pedagogical subjects have often been treated. Criticism of regulations and curricula has been frequent. The great question of text-books has many times engaged the attention of the members, as for example at the second meeting, when it was moved that the Association should ask the Department of Education to adopt a policy of making text-books by having the co-operation of the teachers interested. Agreement amongst the members was not obtained, and the request was not made to the Department. It was discovered that the making of school manuals was a matter of extreme difficulty, and the Association has never been able to formulate a policy on the subject which would be suitable to all. But the discussions at the meetings have probably been quite useful to the Department and to the persons who have been entrusted with the duty of preparing such books. In the meantime the schools get on with the books provided, although no one seems to feel that the country has yet arrived at a highly satisfactory solution of the difficulties involved.

Many discussions have arisen in connection with the actions of public bodies, such as the University of Toronto. For instance in the year 1892 a paper was read by W. H. Fraser on "Pass French and German in the University of Toronto," which related the history of the treatment these two subjects had received from 1853 onward. After hearing the paper the Association resolved "That, whereas for many years the University of Toronto made French or German obligatory upon all Pass men proceeding to the

degree of Bachelor of Arts, except the small number who took Hebrew, and whereas the effect of the Statute of March 13, 1891, which made Greek equal to French and German was to make French and German merely optional subjects, the Modern Language Association desires to call the attention of the Senate of the University to the great injustice thus done to such important departments of study, and to urge upon it the necessity of speedily restoring these subjects to the position they had so long occupied prior to the adoption of the above-mentioned Statute."

This Statute was probably never repealed in set terms, but it is safe to say that it has been abrogated by statutes and regulations which came into play at later times. So it is not necessary now to investigate the subsequent history. It is mentioned here to show how alert we were in days gone by, and also how futile even the actions of senates may be in attempting to arrest the inevitable flow of events.

After forty years the Association has proved its usefulness as a watch tower from which inimical purposes may be descried, as well as an exercise field in which the manœuvres necessary in the battles with ignorance and intolerance may be learned.

APPOINTMENT AS LECTURER

The position held by the writer on the staff of the University was for several years quite anomalous. As we have seen he waited long for any appointment of a regular and permanent nature. After receiving the letter of Oct. 30, 1883, announcing his appointment as Fellow on Sept. 7 preceding, he had no notification from the Government until the month of May, 1888, when he received the following letter.

Toronto, May 4th, 1888.

Sir

I am commanded by His Honour the Lieutenant Governor in Council to inform you that he has been pleased to confer upon you the rank of Lecturer in French in University College, Toronto, said rank to date from the first day of July, 1887.

Kindly acknowledge the receipt of this letter.

I have the honour to be, Sir,

Your obedient Servant

(signed)

G. E. Lumsden

Assistant Secretary

John Squair Esq. B.A.

University College, Toronto.

From this time the position of the writer was more comfortable. He now felt that he was a member of the staff, and was encouraged to work. He was also a little better off financially. For four years he had received \$1000 a year, with certain fees for examinations, which amounted to \$80 a year, and sometimes a little more when he had the supplemental examinations to do. From July 1, 1887, he received \$1,500 a year, and whatever else was earned for examinations, in the University and the Education Department, and as royalties for books. This last amounted in 1887 to \$176.02.

A CONTRIBUTION TO THE STUDY OF THE
FRANCO-CANADIAN DIALECT

PART of the summer of 1887 was spent by the writer in visiting the city of Quebec and its environs. His chief object was to make himself acquainted with the people, their manner of life, their language, etc., and he considered a place in a country parish the most suitable. Accordingly he applied for board and lodging in the home of Onésime Simard in the parish of Sainte-Anne-de-Beaupré, and beneath this hospitable roof he spent a couple of months. The trip from Quebec was always made by boat in those days, and it was a very agreeable way of travelling. There were many interesting things in that famous parish, but the writer paid the closest attention to the language of the people, and made pretty full notes of what he heard. When he returned to Toronto he prepared a paper containing the results of his observations and read it before the Philological Section of the Canadian Institute, which was for a year or two a flourishing department. It was published in October, 1888, in the "Proceedings of the Canadian Institute," under the title of *A Contribution to the Study of the Franco-Canadian Dialect*. The paper had an interesting history, and it is perhaps worth while to tell it here. The paper is short and it is reproduced in complete form.

A CONTRIBUTION TO THE STUDY OF THE
FRANCO-CANADIAN DIALECT

BY J. SQUAIR.

I spent a few weeks last summer in the parish of Ste Anne de Beaupré in the Province of Quebec, and while there I carefully noted the expressions, words and pronunciation of words which struck me as peculiar in the speech of the *habitants* of that parish, and the present paper is an attempt to present the results of my observations.

In the matter of words and expressions I have noted those only which are not to be found in Oscar Dunn's *Glossaire Franco-Canadien*, (Quebec, 1880).

VOWELS

(1) (*a, â*, in this list pronounced like *a* in English *hat*.)

aller	caractère	embrasser	hache	pacage
archet	carotte	engager	hardi	par
ardent	carte	érable	hardes	partir
argent	casquette	escalier	image	patience
arpent	chapeau	esclave	impatient	place
arrière	charger	étable	installer	pratique
attacher	charité	étage	jardin	quartier
bagage	chasse	fable	large	race
bague	chatte	face	larme	radis
balai	châtiment	filasse	maçon	rame
baptême	cirage	frapper	mal	ravage
baril	claquer	fromage	marbre	(je) regarde*
battre	compagnie	gage	marcher	retarder
cabaret	compâtir	galette	mariage	sage
cache	dame	garde	marteau	spectacle

*I have however heard the *a* of *regarde* pronounced at Ste Anne like *aw* in English *saw*.

café	désastre	garder	massacre	tarder
cage	détachement	glace	ménage	trace
canal	écarlate	grappe	misérable	vache
canne	écarter	gratter	moutarde	
canon	éclater	grave	nappe	
cap	égal	grimace	orage	

(2) (*a, â, à*, in this list pronounced like *aw* in English *saw*.)

(il) <i>a</i>	carré	déjà	gras	plat
accabler	carreau	délicat	ingrat	ramasser
achat	carosse	embarras	là	ras
amasser	cas	entasser	las	raser
-ation	casser	estomac	mâcher	rat
avocat	chat	état	mâchoire	repas
bas	combat	fracas	miracle	soldat
bâtiment	condamner	gagner	pas	tracas
bras	crachat	gars	passer	<i>va</i>
ça	damner	gâteau	pâté	
cadenas	débat	gâter	pâtisserie	

(3) (*a, â*, in this list pronounced like *au* in French *chaud*.)

âge	canard	épars	papa	regard
âme	châle	espace	pâque	relâcher
âne	char	fâcher	parc	renard
arbre	charette	grâce	(il) part	retard
(first <i>r</i> silent)				
base	chassis	hasard	plâtre	sable
basse	charron	hart	pâte	Richard
bâtard	château	infâme	plupart	sabre
bavard	classe	jars	quart	tâche
bazar	déclarer	lâche	racler	tâcher
bizarre	départ	lard	ramasser	tard

blâmer	diable	lasse	râpe	tasse
brancard	disgrâce	mâle	rare	tâter
buvard	écraser	mardi	râteau	vase
cadavre	égard	mars (s)	râtelier*	
cadre	encadrer	silent)		

(d = t)

N.B. There is a tendency to drawl the *a* or *â* of many of these words so that it comes to have almost the sound of *ou* in English *house*.

(4) (*ai* in this list pronounced like *è* in French *très*.)

affaiblir	aigre	aile	araignée	bedaine
aigle	aiguille	aimer	baïsser	caisse
capitaine	fontaine	laine	maison	saison
com-	fraise	laisser	raison	traiter
binaison	graine	maigre	retraite	
faible				

(5) (*ai, aî*, in this list pronounced like *è* in French *très* with a tendency to the sound of *a* in English *father*.)

†anglais	épais	jamais	mauvais	raïde
aurais	essai	laid	monnaie	souhait
avais	extrait	laïde	palais	trait
balai	fait	lait (t pro-	parfait	vais
délaï	frais	nounced)	plaît	vraï
engrais	harnais	mais	portrait	

(6) (*ai, aî*, in this list pronounced like *é* in French *été*.)

§anglaise	chair	engraisser	haine	punaïse
affaire	chaise	épaïsse	maï	rafraïchir
aïder	clair	faïre	maître	rosaïre

*In the 2nd Sing. imperative of this verb the form *rôte* is often used.

†So also *écossais, français*, etc.

§So also *écossaise*, etc.

<i>aîné</i>	<i>comparaître</i>	<i>fournaise</i>	<i>mauvaise taie</i>
<i>air</i>	<i>connaître</i>	<i>fraîche</i>	<i>militaire traîner</i>
<i>aisé</i>	<i>contraire</i>	<i>gai</i>	<i>naître traître</i>
<i>baiser</i>	<i>crainte</i>	<i>graisse</i>	<i>plaire</i>
<i>chaîne</i>	<i>distraire</i>		

(7) (*a, â*, in this list pronounced like *aw* in English *saw*; *il* and *ille* have the normal French pronunciation.)

<i>bâiller</i>	<i>écaille</i>	<i>muraille</i>	<i>poulailler</i>	<i>tirailler</i>
<i>bataille</i>	<i>maille</i>	<i>paille</i>	<i>railler</i>	<i>volaille</i>
<i>caille</i>	<i>mangeaille</i>			

N.B. *ail, aille*, in the following words pronounced as commonly pronounced in French.

<i>ailleurs</i>	<i>gaillard</i>	<i>médaille</i>	<i>travail</i>	<i>vailant</i>
				<i>vaillé</i>

(8) In *faine, ai* is a real diphthong, pronounced very much like *i* in English *fine*.

(9) (*e, è, ê*, in this list pronounced like *è* in French *très*.)

<i>accepter</i>	<i>caresse</i>	<i>-elle</i>	<i>fièvre</i>	<i>pêcher</i>
<i>arrêter</i>	<i>chef</i>	<i>empêcher</i>	<i>flèche</i>	<i>pièce</i>
<i>avec</i>	<i>ciel</i>	<i>espèce</i>	<i>lèvre</i>	<i>prêcher</i>
<i>baptême</i>	<i>conquête</i>	<i>être</i>	<i>mèche</i>	<i>règle</i>
<i>bêche</i>	<i>crème</i>	<i>-ette</i>	<i>mêler</i>	<i>rêver</i>
<i>bête</i>	<i>cruel</i>	<i>extrême</i>	<i>même</i>	<i>suprême</i>
<i>bref</i>	<i>dépêche</i>	<i>fidèle</i>	<i>messe</i>	<i>trêfle</i>

(10) (*e, è, ê*, in this list pronounced like *è* in French *très*, with a tendency towards the sound of *a* in English *father*.)

*alphabet *après *arrêt direct †elle grève
nord-est (*st* silent.)

*So in all words with same termination.

†elle is often pronounced *a* (*a* in *father*).

(11) *e* in this list pronounced like *a* in English *father*.)

affermir	conserver	herse	personne	servir
auberge	convertir	infertile	persuader	terme
averse	couverture	merci	perte	ternir
avertir	diverse	percer	perversion	traverser
bercer	divertir	perche	refermer	verbe
cercle	enfermer	perdre	remercier	verge
cercueil	ferme	perdrix	renverser	vermine
certain	fermer	perfide	réserve	vernis
cerveau	fervent	perle	serment	verser
chercher	gerbe	permettre	serpent	verte
cierge	germer	persécuter	serpette	vertu
commerce	herbe	persévérer	service	vierge

(12) (*e, è, é, ê*, in this list pronounced like *é* in Fr. *été*.)

*abbé	acier	*arrière	*caractère	chêne
*accabler	amer	assez	carême	cher
chez	enfer	hier	personnage	terre
citerne	enterrement	hiver	pied	tiers
clef	entêté	honnête	pressé	travers
clergé	envers	infernal	prêtre	univers
collège	errer	lanterne	proverbe	université
concert	éternité	liberté	quête	ver
couvert	évêque	liège	sergent	verdure
crêpe	gêner	mercredi	serrer	verre
crête	grêle	(first <i>r</i> often	(il) sert	vers
désert	guêpe	silent)	tête	vert
dessert	guerre	perpétuel		

(13) In *reine* and *teinte*, *ei* is a real diphthong. In *peine* and *veine*, it is pronounced like *è* in Fr. *très*. In *neige*, it is pronounced like *é* in Fr. *été*.

*So in all words with same termination.

(14) (*oi, oi, oy, oê*, in this list pronounced like *ou* in Fr. *oui* + *é* in Fr. *été*.)

adroit	cramoisi	étroite	moisir	poivre
angoisse	croire	foire	mouchoir	soir
apprivoiser	(je) crois	gloire	noir	tiroir
*avoir	(je) croyais	histoire	oiseau	toi
boire	(je) croirai	joindre	passoire	toison
boisson	croiser	jointe	poêle	victoire
boîte	croître	mâchoire	pointe	voici
boiteux	désespoir	mangeoire	pointu	voilà
chinoise	droite	mémoire	poire	(je) vois
choisir	éloigner	miroir	poison	(il) voit
cloison	entonnoir	moi	poisson	voisin
coiffer	espoir	moindre	poitrine	

N.B.—In this list the following peculiarities are to be noted:—In *adroit*, *droite*, *étroite*, *oi* is often pronounced like *è* in Fr. *très*; in *croire* and (je) *crois* it is often pronounced like *é* in Fr. *été*; in *cloison* the *l* is often silent, and in *croiser* and *croître* the first *r* is often silent.

(15) (*oi, oy*, in this list pronounced like *ou* in Fr. *oui* + *è* Fr. *très*.)

bourgeois	choix	courroie	demoiselle	détroit
chinois	comptoir	croix	déployer	doigt
(je) dois	étroit	loi	poing	soigner
(que je) doive	exploiter	loin	point	soit
droit	foi	moins	quoi	toile
effroi	foie	moisson	(je) reçois	toit
emploi	foin	noix	roi	voile
empois	fois	oie	soi	voiture
empoisonner	froid	patois	soie	voix
endroit	joie	poignet	soif	

N.B.—The following peculiarities are to be noted in

*So all verbs with same termination.

this list:—In *étroit, froid*, *oi* is pronounced often like *è* in Fr. *très*; *d* in *froid* is pronounced like *t*.

(16) (*oi, oy*, in this list pronounced like *ou* in Fr. *oui* + *a* in Eng. *father*.)

bois	foyer	mois	pois	trois
employer	incroyable	moyen	renvoyer	voyage
envoyer	loyer	poids	soyons	

(17) *an* and *en* in *avant, argent, vent*, are often pronounced like *in* in Fr. *vin*.

(18) *au* becomes *a* (*a* in Eng. *hat*) in *sauvage*.

CONSONANTS.

b often becomes *m* in *houblon* (pronounced *omnon*).

c (= *k*) has sometimes a peculiar sound between *k* and *t* as in *aucun* (almost *otien*).

c = *g* in *canif*.

ch = *j* (as in Fr. *jour*) in *cheval*.

d = *d* + *g* (as in Eng. *gender*) before *i* and *u* in *dit, dur*, &c.

d = *l* sometimes in *cadenas*.

d is sometimes inserted in *genre* between *n* and *r*.

d = *t* in *cadre* and *froid*.

g = *c* often in *glas*.

h is never heard as far as I have observed.

l = *r* sometimes in *allaiter*.

l often becomes *l mouillée* in such words as *aller, ballade*.

l is often silent in *cloison*.

l mouillé is completely vocalised.

l = *n* in *omelette* and *houblon*.

r is often silent in *croître, arbre, mercredi* (first *r* in each) etc. *Comprenait* often becomes *compernait*.

t=k often in *amitié*, *patate* (second *t*.)

t=t+ch (as in Eng. *church*) before *i* in *parti*, etc.

WORDS NOT FOUND IN OSCAR DUNN'S
Glossaire Franco-Canadien:

autre. *Vers le quinze de l'autre mois*: towards the fifteenth of next month. (Heard once.)

belouet (*Vaccinium Canadense* and *corymbosum*), blue berry or huckle-berry.

(This is no doubt the word *bluet*. See Littré.)

bête puante (*Mephites mephitica*), skunk.

biseau (?), a small sheaf.

bois blanc (*Tilia Americana*), basswood.

brayer (no doubt *broyer*), to crush flax; *braie*, instrument for crushing flax; *brayage*, action of crushing flax; *brayeur*, the person using the *braie*; *braierie*, the place where the *brayeurs* work. (These words are used by M. LeMay in his *Pèlerin de Sainte-Anne*, Quebec, 1877.)

corvée, bee. A gathering of friends and neighbours to assist in some piece of work such as threshing, cutting wood or the like.

crine, horse's mane.

devers, towards.

épinette rouge (*Larix Americana*), tamarac.

épinette blanche (*Abies alba*), spruce, (in Littré: *Abies Canadensis*).

fiche, iron bolt, (general term; in Littré: *Cheville de fer sur laquelle on roule les cordes des instruments, tels que pianos, etc.*).

filer, to grind (scythe, etc.).

gibier, tame fowl.

gond (?), staple (for a latch etc.).

icite for Fr. *ici*.

javelier, grain cradle.

mi (?) (*Phleum pratense*), timothy (a grass).

morfiler, to whet (scythe etc.).

pierre de meule, whetstone.

planche, ridge (in a field); also a sort of four-wheeled carriage, called by English Canadians a "buck-board."

pruche (*Abies Canadensis*), hemlock, (Littré gives *prusse* or *pruce*).

quinteau (?), stook of grain.

raie, furrow, (in Littré); *sillon* not used.

râle (?), branch (of tree).

râpe savage (*Lappa major*), burdock.

sapin (*Abies balsamea*), balsam.

par secousses, off and on.

siffleur (?) (*Procyon lotor*), racoon.

taure, heifer, (in Littré); *génisse* not used.

N.B.—Words whose orthography is doubtful are followed by (?).

The paper was published in October, 1888, and in February, 1889, a criticism of it of a remarkable kind appeared in a Montreal periodical, which follows hereupon.

The *Dominion Illustrated* of Montreal, February 9th, 1889. Editor's Table.

"The volume of Proceedings of the Canadian Institute, for October, 1888, contains a number of valuable papers, as usual, a special contribution being that of the eminent botanist, Professor Lawson, F.R.S.C., of Nova Scotia, on Canadian spruces. There is one paper, however, on the

“Franco-Canadian Dialect,” to which we must take exception. The author is J. Squair, who professes to have spent some time at the Côte de Beaupré purposely for this work. If so, his work has been in vain. The writer’s ear is not attuned to French-Canadian speech, because he does not know where it comes from, and he cannot even exactly catch the native pronunciation of vowels and consonants, which he grotesquely misrepresents in his so-called phonetic tables. Then, in the second place, Mr Squair professes to improve upon the editor’s dear old friend, Oscar Dunn, in his *glossaire*. When Mr Dunn’s book was first published, he sent us a copy for additions to any oversights or *lacunæ*. We sent a few of these, in the shape of idiomatic turns and sayings, which he had overlooked, and at once embodied in the new edition that he was preparing when suddenly cut off in his prime. Another ripe scholar, some five or six years ago, who came on purposely from the Johns Hopkins University of Baltimore, was directed by the editor to the Isle of Orleans, where the genuine old *habitant* French, with a true smack of Acadian, was to be found, and, after spending a couple of months there, and on both sides of the St Lawrence, he returned to Montreal to thank us, and to say that he had discovered precisely what he sought—the connection between this primitive folk and that of the French peasants from which they sprung. The learned professor sent me his admirable paper on the subject, which, if Mr Squair could have seen, he would have never blundered into his present position. The pretensions of Mr Squair are diverting. He gives a list of vowels pronounced quite broad, which is the Norman and Breton way of pronouncing even in our time. Then he says that *b* often becomes *m* in *houblon* (pronounced *omnon*). That is not true. *Aucun* is made *otien*. Not true. Then comes a farrago of ignorance.

Belouet, for *Bluet*, is pronounced here as it is in France. *Bois Blanc* is just the word for basswood. *Corvée* is pure French, as the dictionaries will tell him, for bind-day, day's work, bee. *Crine*, *divers*, *épinette rouge* and *blanc*, *fiche*, *file*, are all right, and the writer is all wrong. Another wretched want of ear makes Mr Squair say that the *habitant* pronounces *mi* for *mil*, and he gravely puts a (?) mark to ask if *timothy* is meant. Of course it is meant, and is pronounced *mil*. *Pierre de meule* is good French. Look in your dictionary, Mr Squair. *Pruche* for hemlock is right. It is a Canadian tree. *Quinteau* and *quintal* are both right. *Raie* for furrow is actually quoted by Mr Squair! *Rale* for bough we never heard of, nor did this writer. *Sapin* is right for balsam, another Canadian tree. *Par secousses* is contemporaneous Norman. *Taure* for heifer is in Littré, but the *habitant* knows the difference between *taure* and *génisse* all the same."

On reading this remarkable review of his paper the writer sent a letter, dated February 13, 1889, to his friend G. L. Dick, Notary of Sainte-Anne, asking that gentleman his opinion regarding some of the points discussed in the review. No copy of the letter was preserved. On April 14 Mr Dick replied as follows:

“
Ste-Anne-de-Beaupré
14 avril, 1889

Mon Cher Monsieur

Mille pardons pour le retard apporté dans l'envoi de cette note, par suite de circonstances fortuites: ma réponse à votre lettre du 13 février dernier vient d'être retrouvée toute maculée par le dégel, et probablement avait été perdue par le porteur chargé de la déposer au bureau de poste.

Le mot "rale" sert dans la bouche de quelques per-

sonnes à désigner une branche d'arbre; le mot "siffleux" s'emploie vulgairement tantôt pour indiquer un petit oiseau qui siffle, tantôt pour un petit animal vivant dans la forêt, et remarquable par ses dents acérées, tellement qu'en l'apprivoisant il est prudent de les lui limer; le mot "aucun" doit se prononcer comme si le *c* était remplacé par un *k*, mais vulgairement le *c* se prononce comme *g*, et par quelques-uns comme *ti*; enfin le mot "houblon" se prononce vulgairement comme "omenon".

Merci pour l'envoi d'un exemplaire de votre "Essai sur le dialecte franco-canadien" que je trouve bien réussi.

J'espère vous revoir à Ste-Anne durant l'été prochain.

Votre tout dévoué

(signed) G. L. Dick"

On April 19, 1889, a letter was sent to the Editor of the *Dominion Illustrated*, Montreal, making a quotation from Mr Dick's letter of April 14, and asking the Editor to insert the letter. On May 4, 1889, the following article appeared in the *Dominion Illustrated*.

"We have been favoured with a letter from Prof. Squair, of University College, Toronto, in which, after taking exception to some criticisms on his 'Contribution to the Study of the Franco-Canadian Dialect,' he adds that, having written to Mr G. L. Dick, a notary of the parish of Ste-Anne-de-Beaupré, he received the following reply:

'Le mot *rale* sert dans la bouche de quelques personnes à désigner une branche d'arbre.'

'Le mot *aucun* doit se prononcer comme si le *c* était remplacé par un *k*, mais vulgairement le *c* se prononce comme *g*, et par quelques-uns comme *ti*; enfin le mot *houblon* se prononce vulgairement comme *omenon*.'

“We gladly accept this confirmation of Mr Squair’s views, which were published in an excellent paper before the Canadian Institute and included in its Proceedings. delicate differences of pronunciation are sometimes hard to catch, but one who has given careful study to the subject like Professor Squair, or who has had some local peculiarity constantly forced on his attention, like Mr Dick, must be accepted as witnesses that are above suspicion. For what object could they have in misrepresentation? We have read Mr Squair’s paper with much pleasure and profit.”

A word or two should be said about the writer’s modest paper which seemed at first to annoy so much the editor of the Montreal periodical.

The “ripe scholar” from Johns Hopkins University was probably A. M. Elliott, Professor of Romance Languages, who, prior to the writer’s paper, had published in 1885-1887, at least five papers or books on the history of the French language in Canada (V. *Bibliographie du Parler Français au Canada*, by James Geddes and Adjutor Rivard, 1906.)

The object of the writer was to try to discover what the linguistic facts, particularly the phonetic facts were, which constituted French Canadian speech. He had no theories to defend or attack; he merely wished to discover what the facts were. He knew that the study would be long, and he intended to return to Quebec, perhaps several times, in order to complete it, but the load of work which he bore became too great, and he was never able to pursue that intention.

There were others however who made investigations in the same field, and should be mentioned. A. F. Chamberlain in 1890 published *Dialect Research in Canada*, in

1891 he published *Folk Etymology in Canadian French*, in 1892 and 1893 he published *Notes on the Canadian French dialect of Granby, P.Q.* Again in 1894 Chamberlain published *The life and growth of words in the French Dialect of Canada*. But by 1892 Chamberlain was established in Clark University, and had interests of other sorts, particularly in Anthropology, to occupy his attention.

Another person who did important work in the field was James Geddes, Jr, Professor of Romance Languages in Boston University. After three preliminary letters (March 17, July 4, July 21, 1890), the writer received from Professor Geddes a fourth letter, dated Aug. 5, 1890, Carleton, Que., announcing that he was on the ground ready to begin his researches in the dialect of the region of Carleton, *i.e.*, of the Baie-des-Chaleurs. He continued his studies with great diligence, patience, and accuracy for years, and published a remarkable volume in 1908, "*Study of an Acadian-French Dialect, spoken on the North Shore of the Baie-des-Chaleurs*," the book being published at Halle by Max Niemeyer (pp. XVII, 317). Professor Geddes did a fine piece of work, and the writer is proud of the fact that his little "Contribution" furnished Professor Geddes with material for comparison between the dialect of Quebec and the Acadian of the Baie-des-Chaleurs. He would fain believe that Professor Geddes received some guidance and inspiration from the "Contribution".

XI

THE SUMMER OF 1889

THE writer made another visit to France in the summer of 1889. He started much earlier than on previous visits in order to reach Paris in time to attend some university lectures before the closing of term early in July. He left Toronto in the end of April, before he had a chance to see the *amende honorable* published by the *Dominion Illustrated* on May 4, but he saw it on his return in the autumn. He arrived in Paris early in May, and had lodgings in a small hotel in the Rue Monsieur-le-Prince, not far from the Sorbonne. He began to attend such lectures at once as were open to all, and applied for permission to attend private lectures. He received the following permission.

Faculté
des Lettres
de Paris

Université de France
Paris, le 20 mai, 1889.

Le Doyen de la Faculté des Lettres autorise M. Squair, professeur de l'Université de Toronto (Canada) à assister aux Cours fermés et Conférences de la Faculté.

M. Squair devra présenter cette autorisation aux appariteurs de service.

The writer is proud of this bit of paper of 1889, authorising him to attend the lectures of the Faculty of Letters. It will be observed that the University of Paris is not mentioned. Technically it did not come into exist-

ence until 1896. A note-book of the summer of 1889 still exists, and the writer is able to tell who some of the professors were whose instructions he attended.

Gaston Paris (1839-1903) was at that time lecturing on the development of French sounds from the Latin, taking as a basis the "Vie de Saint Alexis". Turning to his lecture of June 6, we see that he lectured that day on *s* final, tonic and atonic, *z* as it was in Greek and Latin, what it was equal to in *fazet* in the Chant d'Eulalie, how *sans* came from *sine* by way of *senz*.

Gaston Paris was lecturing at the Collège de France in the Latin Quarter, but Paul Meyer (1840-1917) was lecturing at the École des Chartes, on the right bank of the Seine, at the Archives. On June 11 he was lecturing on what happened when two explosives came together by reason of the loss of a vowel.

Ex.—excorticare became	escorgar } Prov.
	escorjar } O.F.
	escorchier, O.F.
pertica	perga } Prov.
	perja } Fr.
	perche, Fr.
manducare	mangar } Prov.
	manjar } O.F.
	mangier, O.F.

Etc., etc., etc.

Other lecturers were Charles Lenient (1826-1908) professor of French poetry at the Sorbonne. He was a very free and easy, jolly Frenchman, who did not always wear his redingote and silk hat, a very charming man with a wide and accurate knowledge of French literature.

With Lenient one might contrast Petit de Julleville

(1841-1900) who was always very correct in redingote, black kids, and silk hat. And he was a good lecturer, as well as a very erudite man. He left as a legacy to scholars (with the help of collaborators) a colossal encyclopædia of the history of French language and literature from the beginning to 1900.

The writer had the good fortune to hear one lecture by Ernest Renan (1823-1892), then near the end of his career. Professor of Hebrew in the Collège de France, and writer of remarkable books, he had attracted much attention, and the writer was very anxious to see and hear him. The lecture, on the only day when the writer heard this great man, was on a passage from the prophet Isaiah. It was a passage where, according to Renan, an ancient poem had been imbedded in the text, and the task of the lecturer was to make the poem clear to the class, to explain what it was, and why it had been used by the prophet. This was done in the quietest, simplest manner, always in the kindest spirit, with touches of humour. It was a small class,—of perhaps twenty. It was evident that the lecturer was no longer robust: the attendant helped him in and out of the room. When the writer returned to hear the next lecture, there was a notice on the door that on account of indisposition it was postponed, and Renan lectured no more that term.

The summer of 1889 was a very interesting time to be in Paris. It was the centennial year of the First Revolution, and on many memorable days like the fifth of May, for example, there were important celebrations. The fourteenth of July was done in a very brilliant fashion. One of the very important parts of the centenary observances was the great exposition which lasted for months. The whole nation put its soul into the affair. Permanent structures of a striking kind were erected, like the Eiffel

tower into which kings and princes ascended to get a glimpse of the glories spread out below. And the political atmosphere was particularly disturbed. The contests between progressives and reactionaries was very acute. There was hot debate over education with Ferry, the Comte de Mun, Ribot, and Clemenceau participating. Above all did the battle rage around General Boulanger (1837-1891) and his attempts to make himself a dictator. What a fiasco he made of it! But for a time he seemed to offer a serious menace to the Republic. Then he was chased from France and finally shot himself at the grave of his mistress at Brussels.

XII

THE UNIVERSITY LIBRARY

ON the evening of the *Conversazione* of the Literary and Scientific Society of University College, Feb. 14, 1890, all that part of University College east of the main tower, and the roof of the part between the tower and the Round Room, were consumed by fire. The library which was contained in what is now the East Hall was completely destroyed. What is now the West Hall contained the Biological Museum, and was not so completely ruined. The Round Room contained apparatus of the Department of Physics, and was not burned. The east wing was completely destroyed. The part of this wing to the north of the east tower contained the Convocation Hall, and went up in flames. When reconstruction came, this space was changed to a two story set of class-rooms and private rooms for the staff. The exterior appearance of this part of the building suffered by the serious changes in the fenestration necessitated by the change from a one story to a two story structure. The private room of the staff in French was on the ground floor in the east wing, where the conflagration was severe, and all the class books contained in it were burned. When the writer asked if he might have ten dollars to get new books for class use, the President told him that nothing could be spared for such a purpose. Nevertheless the writer ordered what was necessary from Rowsell and Hutchison, and the University paid the account, when it was presented.

The loss of the University Library was one of the serious things which resulted from the fire, but perhaps it was less serious than some have imagined. There were some valuable books in it. But the whole number of books was not large. They were estimated at 33,000 volumes. The number of bound books is now (1927) put at 318,345. As to the French part of the Library, Mr Pernet, shortly before he resigned in 1883, made a catalogue in MS. (still in existence) of all the books with their authors. He found the number of books to be 919, and the number of authors 168. What the number of French books is now the writer is unable to say. But they are considered by competent persons to be fairly sufficient for the needs of the University at present.

At all events a fair start has been made in the acquisition of many authors of first and second class importance, and of many disquisitions on individual authors, and on the history of literature in general. There are several important files of great periodicals, literary and philological. Most of the great dictionaries, general and dialectal, are there. Of a library, however, no one can ever say that it is complete, and the constant care of a large and alert staff will be needed to keep it up to the mark.

Looking back to the period after the fire, the writer remembers the appointment of committees to solicit help in money and books for the new library. Some of his personal experiences may be worth relating. For instance he asked a few graduates for money, and obtained the subscriptions of the following: Miss L. L. Ryckman, W. C. P. Bremner, P. Edgar, Miss Julia S. Hillock, Miss Claribel Platt, Miss M. D. Watterworth, Miss L. L. Jones.

He wrote some letters, the reply to one of which he reproduces:

“Cabinet du Bibliothécaire de la Législature de Québec.
Québec, 14 mars, 1890.

Cher Monsieur,

Nous ne vous avons pas oubliés dans le malheur qui vous frappe. Nous savons quelles pertes, souvent irréparables, causent les incendies; nous le savons par une triste expérience. Aussi nous vous aiderons de tout cœur. Déjà j’ai mis de côté pour votre nouvelle bibliothèque un lot de publications officielles. Nous ne sommes pas riches, mais nous donnerons autant que possible.

Croyez-moi Votre Dévoué
Pamphile Le May.
B.L.Q.”

(Signed)

This was Pamphile LeMay (1837-1918) the poet with whom the writer had made acquaintance in 1887. The library contains some of his poems and novels. They may be recommended as good examples of French Canadian literature,—giving forth the real odour of the *terroir de Québec*.

The writer did not succeed very well in soliciting for the new library. One of his failures is here recounted. He had seen a score of volumes of standard French authors in the library of the Education Department situated at that time in the Normal School. They were nice, clean, well-kept books which did not seem as if they were much read by either staff or students of the Normal School, and the idea struck him that they might be more useful if the University owned them. Accordingly in a hopeful frame of mind he called, one morning shortly after the fire, on Dr J. G. Hodgins (1821-1912), at that time librarian, and politely informed Dr Hodgins that he was begging for books for the University library, and that the University would be extremely grateful, if the Department of Edu-

cation would make a gift of the score of standard French authors mentioned above. Dr Hodgins looked daggers, and read the writer a lecture on the high quality of the authors concerned. He informed the writer that this score of volumes contained what older scholars would have called the 'marrow' of French Literature, and that these particular volumes were much enhanced in value by the fact that they had been purchased in France by Dr Egerton Ryerson himself. The writer adduced the argument that, since the University and the Department both belonged to the people of Ontario, it would make no real difference where the books were lodged. On Dr Hodgins however that argument seemed to have no force but that of an irritant. For him the University and the Department were two separate entities, and nothing that was under his charge should be transferred to the University. The writer departed. The books stayed. They are now in the Library of the Parliament Buildings, looking but little the worse for the thirty-seven years that have been added to their age. On this day, August 13, 1927, a hurried inventory of them was made. They were all by the good, old firm of Firmin Didot, of uniform size, paper, etc., all in uniform binding (half calf): Molière, 1 vol., 1854; Corneille, Pierre et Thomas, 2 vols, 1855; Racine, 1 vol., 1854; Boileau, 1 vol., 1851; Bossuet, 4 vols, 1852; Fénelon, 3 vols, 1852; Massillon, 2 vols, 1853; La Fontaine, 1 vol., 1855; Montaigne, 1 vol., 1854; Moralistes Français, 1 vol., 1855; Montesquieu, 1 vol., 1854; Petits Poètes Français, 2 vols, 1855; Madame de Staël, 3 vols, 1854.

Although the writer's begging qualities were largely unsuccessful, some useful and interesting gifts came from various sources. Lord Roseberry gave us a copy of the *Grand Dictionnaire Universel du XIXe Siècle* par Pierre Larousse, Paris, 1865, 17 vols.

There came too from Cornell University a copy of the *Œuvres Complètes de Voltaire, De l'Imprimerie de la Société Littéraire Typographique, 1785, 70 vols.* This was the Kehl edition published by Beaumarchais at Kehl, across the Rhine from Strasbourg. Our copy was once owned by Jared Sparks (1789-1866), who was President of Harvard College (1849-1853). It was purchased by Cornell in 1872. The writer seems to have heard that Jared Sparks played sharp tricks in connection with the settlement of the Maine Boundary question, but even if he did, the writer never hesitated to read his whilom copy of the Voltaire of Beaumarchais.

The writer also went exploring the second-hand book-stores of Toronto for old French books, but the discoveries of treasures were limited. Two books, however, were obtained which still are on the shelves of the library, (1) *Œuvres complètes de J. Racine, avec le commentaire de La Harpe, nouvelle édition ornée du portrait de l'auteur, d'un Fac similé de son écriture, d'une vue de l'abbaye de Port-Royal, et de douze gravures représentant les scènes les plus remarquables, Paris, Doudey-Dupré, père et fils, MDCCCXXVIII, 8 volumes.* This was only an ordinary edition, but the paper was good, and the old-fashioned engravings (dating from before the days of photography) were interesting. And if it had been well bound, it would be to-day a pleasant thing to look at and handle. But we were poor, and it was bound in cheap Toronto style, clumsy and ugly.

(2) The writer bought that day another book of which he is more proud. It is the *Œuvres de Nicolas Boileau, Despréaux, avec des éclaircissemens historiques donnés par lui-même, et la vie de l'auteur par Mr des Maizeaux, nouvelle édition ornée de figures et vignettes, avec privilèges, À Dresde, MDCCLXVII, chez George Conrad*

Walther, Libraire de la Cour, 3 volumes. The sum paid for these three volumes (in the original leather) was \$1. The writer learned years afterwards that it is a very rare book. Although the writer is far from being a bibliophile, he often takes the old book down from its shelf, to read a line or two of that polished composition. The paper has gone yellow, it is true, but not as yellow as in some volumes a century younger. And to think that the book has been in the hands of a generation of men who knew Frederick the Great and Maria Theresa, when Goethe (1749-1832) was but a youth, and while still the doctrines of Boileau received the homage of the world!

In the erection of a library building the friends of the University showed liberality. In the Calendar of 1900-1901 a list of contributors was given, from which it appears that there were three givers of \$10,000 each, *viz.*, Geo. Gooderham, E. B. Osler, and the Province of Quebec. There were also three persons who gave \$5000 each, *viz.*, William Christie, George A. Cox, and William Mulock. Among these gifts the \$10,000 of the Province of Quebec attracted some attention. It was made by Hon. Honoré Mercier on behalf of his Province. At this time, and as far back as 1885, there were discussions in Parliament and in the newspapers, which indicated that there was much hostile feeling between the people of Ontario and Quebec. The two subjects which were most hotly discussed were: in 1885, the execution of Riel, and in 1889, the Jesuits' Estates Act. Now, to have the leader of the Quebec political party which was most conspicuous in denouncing the execution of Riel, and in passing the Jesuits' Estates Act, show such a friendly spirit to an institution of Ontario was disconcerting to many. It seemed to prove that Quebec had more liberality than Ontario, and that was something they did not want to believe. But the gift was

accepted, and was used in building the new library. The writer had one regret in regard to the matter, and that was that the \$10,000 had not been reserved for all time as an endowment for the French department of the library. It was at this time that he first determined to endow, at least partially, the department mentioned. He was able to make a start in this matter (Feb. 17, 1915, \$1000), to make a second contribution (Jan. 27, 1921, \$1000), and to contribute a third time (June 11, 1926) by the gift of the book entitled *The Townships of Darlington and Clarke*. He hopes he may be able to continue still further.

It may be stated here that the Ontario Government in 1920, under Mr E. C. Drury, returned the compliment of 1890 to Quebec by making a gift of \$20,000 to the University of Montreal.

XIII

THE STRUGGLE FOR EQUALITY OF DEPARTMENTS

THE years 1890 and 1891 were busy times in the matter of ordinary classwork, and the amount of work to be done in French was constantly increasing. And this was true also in other departments, such as German, Latin, and Italian and Spanish. The first public action on the part of the staff due to this pressure of work was the presentation to the Senate on June 6, 1890, of a memorial, by Messrs VanderSmussen, Squair, and Fraser, lecturers in Modern Languages, "representing that they are unable to overtake, without further assistance, the amount of work entailed by the large and rapidly increasing number of students in their departments, and by the increased requirements of the curriculum; that the lecturers find it impossible to increase the number of lectures given by themselves, and that the assistance rendered by the fellow in Modern Languages, which is four hours weekly in each of the subjects of French and German, is all that can fairly be demanded of him; that no assistance has been given in Italian and Spanish, in which help is urgently required; and requesting that as a temporary measure of relief two fellows be appointed in Modern Languages for the then approaching academic year."¹

A motion was made referring the memorial to the Board of Arts studies, but nothing was done, and on Sept. 27, the motion for reference to the Board of Arts

¹See the Blake report of April 13, 1891, p. 56.

studies was made a second time. On this occasion the memorial reached the Board, and was discussed. The Board reported that it was convinced that help was needed, but it recommended to the Senate on Oct. 1, that before action was taken the Board of Trustees should be requested to furnish a report to the Senate on the financial position of the University.

This manner of procedure was not very encouraging to the three lecturers, but they could not withdraw their request, for they had a public duty to perform. They accordingly decided to present another memorial to the Senate. They discovered also that their colleague, Mr William Dale, lecturer in Latin in University College, was very much in need of help in the work of his department, and it was agreed amongst them that a memorial from the four lecturers should be presented. This was done on Oct. 16, 1890. The Memorial follows hereupon:

Memorial of the Lecturers
in Latin, French, German, Italian and Spanish.

“To the Chancellor, Vice-Chancellor, and members of the Senate of the University of Toronto:

“The undersigned Lecturers in University College and the University of Toronto, in the departments respectively of Latin, French, German, Italian and Spanish, beg respectfully to bring to the attention of your Honourable Body the following statements:—

“(1) That the departments named above constitute a very large and important part of the Arts course of the University, whether account be taken of the numbers of students in these departments or of the difficulty of the courses prescribed in them.

“(2) That the undersigned have sole charge of these departments, and are as entirely responsible for the teaching done in them and for their proper and efficient administration as the professors in charge of other departments.

“(3) That in the Councils of University College and the University of Toronto questions of University administration and policy, directly and indirectly affecting the interests of lecturers and students in these departments, are discussed and disposed of, and that in these Councils the aforesaid departments are without voice or representation.

“In view of the above, the Senate is respectfully requested to take the whole matter into its consideration, with the object of devising such measures as will without delay remedy a condition of things prejudicial, not only to the aforesaid departments, but also to the interests of the University in general.

University of Toronto,

October 16, 1890 (signed) W. Dale.

J. Squair.

W. H. VanderSmissen.

W. H. Fraser.

Memorandum of Facts and Considerations in support of the above.

“(1) ‘The departments named constitute a very large and important part of the Arts course.’

(a) The number of students in the various departments of the Arts course is as follows:

On the Basis of Pass Students.

Year	Greek	Latin	Math.	Phys.	Ethnol.	Eng.	French	Ger.	Ital.	Span.	Chem.	Biol.	Min.	Geol.	Philos.	Logic	Orient.	Pol. Sc.	Hist.
Fourth	13	13	2	13	—	13	—	—	—	—	—	—	—	—	—	23	—	—	—
Third	6	18	—	6	—	21	7	15	—	—	—	—	—	—	14	—	1	—	30
Second	18	106	82	82	—	—	63	74	—	—	—	—	—	—	7	87	12	—	34
First	26	93	118	—	—	70	50	54	—	—	21	31	—	—	—	—	17	—	85
Total	63	230	202	101	—	104	120	143	—	—	21	31	—	86	21	110	30	—	149

On the Basis of Honour Students.

Year	Greek	Latin	Math.	Phys.	Ethnol.	Eng.	French	Ger.	Ital.	Span.	Chem.	Biol.	Min.	Philos.	Logic	Orient.	Pol. Sc.	Hist.
Fourth	11	11	3	5	4	22	15	15	15	15	4	7	3	14	19	2	15	—
Third	15	15	—	11	—	31	20	19	19	19	5	5	5	14	14	2	18	33
Second	20	20	18	18	—	49	30	28	27	—	23	23	23	17	21	2	37	48
First	15	17	8	—	—	53	38	36	—	—	—	—	—	—	—	—	—	—
Total	61	63	29	34	4	155	103	98	61	34	32	35	31	45	54	6	70	81

“Note.—The statistics given are taken from the Registrar’s records for the session 1889-1890, and are approximately correct for the current year, except in Italian and Spanish, in which subjects (owing to a change in the curriculum) the numbers are at present respectively 90 and 61.

“(b) As regards ‘the difficulty of the courses of study prescribed in them: This is shown by reference to the curriculum. It is assumed in this connection that honour departments are intended by the Senate to be equivalent to one another.

“(c) Moreover, the departments named are fundamental as regards the Arts course and as regards the training of teachers for the High Schools. All students of the Arts course are required to take Latin, and in most honour

departments a knowledge of French and German is demanded. Latin and the Modern Languages form a very large part of the work of the secondary schools.

“(2) ‘The undersigned have sole charge of these departments, etc.’

“This is shown by reference to the University and College calendars. The undersigned prescribe the subjects on which lectures are given, deliver courses of lectures, superintend the work of the fellows attached to the respective departments, and are practically responsible in every respect as regards the standard of efficiency in their departments and the discipline of students, subject only, like professors, to the general supervision of the President.

“(3) ‘The undersigned are without voice or representation on the Councils of University College and the University of Toronto.’

“It might perhaps be asserted that Latin is represented, under the head of Classics, by the professor of Greek. The two subjects are, however, entirely distinct. The professor of Greek has no control or supervision in any way over the work in Latin. He is not supposed to know the circumstances of the Latin department, and does not assume to represent it. The two departments are as distinct as *e.g.*, those of Mathematics and Physics, each of which is represented by its own professor.

“Or it might be asserted that French, German, Italian and Spanish are represented by the professor of English (one of the subjects of the Modern Language Group). But the professor of English, similarly, does not assume any knowledge of, or control over, or responsibility for, the work in French, German, Italian and Spanish. These departments are as distinct as *e.g.* those of Biology, Chemistry, and Mineralogy and Geology of the Natural

Science group, each of which is represented by its own professor.

“It might be asserted further that, as a matter of fact, the lecturers named are consulted as to the administration of their departments. This in any case is a matter of courtesy and not of right, and cannot be construed as representation.

“(4) The Senate is requested to ‘devise measures to remedy a condition of things prejudicial to the aforesaid departments and also to the interests of the University in general.’

“The memorialists assume that representation of the various departments on the Councils is useful and desirable as regards the just and efficient administration of the various departments and of the University in general. Hence, the want of representation is considered to be prejudicial. Specific instances are not necessary to establish this position. If desired, however, instances can be given in which the memorialists consider that the want of representation has proved to be prejudicial to the interests of their departments and of the University.

“In general, owing to want of representation and of the status implied by representation under existing conditions, these departments occupy, in comparison with other departments, an inferior and anomalous position.

“Moreover, the feeling of injustice inseparably associated with existing conditions is calculated to disturb that harmony which is necessary to the satisfactory administration of the business of the University. In addition to what is implied in the various statements of the memorial, the reasonableness of the claim for representation is supported by the following considerations:—

“(a) Representation of the various branches of learning is evidently a recognised principle in the organisation

of the Councils, even when representation is not further warranted by the numerical importance of departments in respect of students.

“Thus, in the Council of University College, Greek, Oriental Languages, and English are represented by their respective professors, while Ethics, during the temporary absence of the professor of Ethics, is represented by the acting professor in that subject. It is claimed by the memorialists that no reason can be urged for the representation of Greek on this Council which does not apply with at least equal force to the representation of Latin. Similarly, it is claimed that no reason can be urged for the representation of Oriental Languages, English, and Ethics, which does not apply with at least equal force to the representation of French, and German. Besides, it appears from the University Act (50 Vict., Cap. 43, sec. 77) that representation of Latin, French, and German was contemplated, for the Act expressly prescribes that each of the branches named shall be taught by a professor, lecturer, and fellow.

“In the University Council the following subjects of the Arts course are represented: History and Ethnology, Physics, Mathematics, Mineralogy and Geology, Biology, Chemistry, Political Science, Metaphysics (same professor also representing Ethics temporarily on the College Council), and Comparative Philology (the professor in the last named subject also representing Greek on the College Council).

“It is urged that the department of Italian and Spanish, which constitutes at least one half of the University work in the Romance Languages, has equal claims to representation with Chemistry, Mineralogy and Geology, History, and Metaphysics, etc., which similarly constitute on the Curriculum a part of the prescribed work

in Natural Science and in the other departments to which they respectively belong. On the other hand, the subject of Comparative Philology is accorded representation, although it does not as yet form a recognised portion of the Arts Curriculum, and although it is defined in the University Act (50 Vict., Cap. 43, sec. 5) as not forming a department by itself, but only in connection with Ethnology.

“(b) So fully does the principle of representation appear to be carried out, that Latin, French, German, Italian and Spanish are the only departments unrepresented, while certain courses in Law, under the charge of occasional professors, have full representation on the University Council.

“Hence, the position of the memorialists is that they demand for their departments that representation, which, as it appears, has been granted to all other departments. They urge that their departments be organised in accordance with the requirements of the University Act. Nor can any objection reasonably be alleged on account of insufficient funds, seeing that in other departments representation has been granted irrespective of the question of salary in any given case.”

This memorial was referred to a committee of which Rev. Principal Caven was chairman. This committee reported to the Senate that the memorialists had been heard, and the committee was convinced that the work in the departments of these gentlemen had been efficiently done, and that they themselves should be promoted to the rank of professors. The Senate, however, declined to adopt this recommendation.

About this time, although the writer is unable to give the exact date, the Ontario Government was requested to

give the memorialists an interview, that they might present their case at the final seat of authority. The interview was granted, with no better result than receiving vague promises that their case would not be forgotten. The memorialists inferred that the Government intended to do nothing. They did not feel very happy over the situation. But it was not without hope: there were some members of the Senate who were friendly. The fight must go on.

Another memorial was prepared to be presented to the Senate and to the Government of Ontario. At the beginning of the new year the memorialists requested the Government to be heard again regarding their interests. The request was granted, but a little grudgingly. It was intimated to us that our case was before the Government, and that our interests were safe, without immediate further interviews. We were admonished to be patient. Still the interview was granted, and took place in the Attorney-General's office, on Jan. 8, 1891. It was a full cabinet meeting. The memorialists quickly noticed that they were not received with complete cordiality. A change had occurred in the atmosphere since the last interview. The Government seemed to wish to show its displeasure at our impatience. We should have waited a little to see what our lords and masters would do, before disturbing them again. One member of the Government was particularly offensive in his attitude, *viz.*, the Hon. G. W. Ross, Minister of Education. He charged the memorialists with an attempt to make political trouble for the Government by having articles inserted in the journals of the Opposition, for that very morning editorials strongly supporting the actions of the memorialists had appeared in the *Mail*, the *Empire*, and the *World*. Such conduct, he said, on the part of the servants of the

Government was reprehensible, and might incur punishment. But we were allowed to go on with our arguments, which took on an ampler form than on the previous occasion.

The Government was informed of a number of things. It was told that the previous memorial had been investigated by a committee of the University Senate, which committee had satisfied itself that the memorialists had performed their work efficiently, and recommended that these gentlemen should be promoted to the rank of professors, and thus have places on the Councils of the University and University College. But the Senate declined to recommend individuals.

The memorialists now urge on the Government, that to make changes in the Act, as some recommend, by which all lecturers may sit on the Councils will not be satisfactory to them. They see no reason why the department of Latin having 293 pass students and 64 honour students should be treated differently from the department of Greek with 86 pass students and 63 honour students. Nor do they see why French and German with 170 pass students and over 90 honour students should be treated as inferior to Oriental Languages with 28 pass students and 5 honour students, nor why Italian and Spanish with 74 honour students should be considered inferior to Biology or Chemistry with 31 honour students.

They resent any attempt to make it appear that these departments are of inferior value, which must be the inference if they quietly allow the Government to postpone the carrying out of the law with respect to the professors of Latin, French, and German.

So also do they resent the imputation that they personally are not qualified to fill the positions. The committee which made the enquiry says they have done the work

efficiently, and if they have not done it efficiently, it was the business of the Government to have dismissed them years ago. Moreover, they have had assurances from generations of students and even from members of the Government that their work is satisfactory.

They also protest against the idea that they are lacking in loyalty to their Alma Mater. Since several of them have been in service, they have seen strangers inducted as professors, placed over their heads, and entrusted with the management of the affairs of their own departments. They do not intend to sit down quietly under such a humiliating condition of things. They consider themselves just as loyal sons of the University of Toronto as any one can be, and they ask that they be afforded an opportunity to show that loyalty.

What then prevents the Government from doing justice? If it is urged that there is not money enough to pay fit salaries, they reply that professorships are held without reference to salary. Professor Hutton is professor of Comparative Philology without salary. Professors Mills and Proudfoot have professorships at \$1000 a year, Professor McCurdy at \$2000, Professor Baker at \$2500, several professors at \$3000, and several more at \$3100. When it is found necessary appointments can be made without any difficulty. There was no outcry when Professor Hutton asked to be made professor of Comparative Philology for the purpose, it is said, of having a seat on the University Council, and Professor Baldwin occupies not only his own seat, but also that of Professor Hume who is absent. The memorialists ask on what principle these men are allowed to hold dual seats, when they are allowed to hold none at all.

The cry of the poverty of the University is an old one. But it has been proved before a committee of the Senate

that during these years in which we have heard so much about poverty there have been not only no deficits, but large surpluses, large additions to rest funds, etc. Besides, when certain departments require money, no difficulty is found in providing it. The Biological department cost at least \$120,000, interest on which at 5 per cent. is \$6000, plus professor's salary \$3100, plus fellow's salary \$500, plus lecturer's salary \$1500, making a total of \$11,100, plus unknown expenses for salary of caretaker, etc. All this makes a total of some \$12,000 on Biology, while Latin, French, or German, with three times as many honour students gets but \$1750 for Latin and French, and \$1250 for German.

The remarkable readiness with which money is found for some departments is to be contrasted with the difficulty with which your memorialists get any. Last May they asked for a fellow, a high official is reported to have said that there was no money, and yet a fellow was granted to Political Science, without any apparent difficulty, and \$500 was added to the professor's salary, making the expenditure in Political Science \$3500 a year as against \$1750 in French, and Latin.

There is also great difficulty in getting the ordinary business of the departments conducted. The fellow in French and German was not appointed at the regular time this year, but in September, owing to the fact that the lecturers were not consulted. Your memorialists were not consulted concerning the plans for the new building, although their departments are large and have special needs. Change was made of the Modern Language medal from the Fourth Year to the Third without consulting the lecturers. The George Brown Scholarship is to be given for Modern Languages with History contrary to the desire of the lecturers, and as they believe contrary to the

regulation of the Senate. All these difficulties might have been avoided if they had had place on the councils.

The Government was displeased with this frank presentation by the memorialists of their case. Even the Attorney-General, who was a man of moderate words, declared that this was a severe criticism of the Government. The memorialists withdrew, not certain as to whether they had not gone too far. But subsequent events showed that they had made no mistakes. The criticism of the Government did good. Two days after the interview, on the tenth of January, when the second memorial was presented to the Senate, the Chancellor (Edward Blake) moved, seconded by Professor Loudon (and resolved) "that the President (Daniel Wilson), the Vice-Chancellor (William Mulock), and the mover be appointed a committee to inquire into, and report upon the present and prospective revenues, and the most urgent pecuniary requirements of the University of Toronto, and of University College, and as to the time, mode, and order, in which these requirements should be dealt with."

Copying from the Blake Report of April 13, 1891, we have:—

"The memorial of Messrs VanderSmisssen, Squair, and Dale, lecturers, to the Senate as follows:—

To the Chancellor, Vice-Chancellor, and Members of the Senate of the University of Toronto:—

"A memorial from the lecturers in French, German, Italian and Spanish, was presented to the Senate in the month of June last, setting forth the fact that the lecturers were unable to overtake, without further assistance, the amount of work entailed by the large and rapidly increasing numbers of students in these departments, and by the increased requirements of the curriculum; and suggesting

that as a temporary measure of relief two fellows be appointed instead of one.

“The memorial referred to was drawn up on the understanding that the embarrassed condition of the University funds rendered anything more than a temporary measure of relief at the time impracticable.

“The lecturers subsequently appeared in support of the memorial before a committee of the Senate appointed to deal with the matter. On conferring with the committee, the memorialists were reminded that in view of the condition of the funds, any discussion of the ultimate requirements of the departments in question, as well as of all other departments would be premature.

“Since the conference referred to, however, a proposition involving the expenditure of a considerable sum for the erection and maintenance of chemical and mineralogical laboratories has been considered by the Senate, and referred to a committee.

“In view of the contemplated expenditure involved in carrying out this proposition, the undersigned lecturers in Latin, French, and German, consider it their duty to lay before the Senate the statistical statement subjoined, prepared from the University class lists, showing the numbers of students in the departments named, as well as in other departments, for the years 1880 to 1890 inclusive:—

Pass Students

	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	Increase or decrease
Greek.....	132	140	112	105	124	126	88	120	119	116	86	46 dec.
Latin.....	161	167	141	146	166	177	155	189	183	258	293	132 inc.
Mathematics..	146	145	156	144	163	150	173	118	126	152	152	} 135 inc.
Physics.....	..	..	..	5	14	20	34	109	135	106	129	
English.....	93	93	90	93	94	91	122	127	150	152	171	78 inc.
French.....	57	66	41	51	50	54	62	98	106	135	170	113 inc.
German.....	13	8	9	16	10	10	18	55	61	137	175	162 inc.
Chemistry...	58	26	42	30	31	26	48	48	47	54	57	1 dec.
Biology.....	5	6	10	5	5	2	23	32	32	34	25	20 inc.
Mineralogy & Geology...	7	18	27	32	41	42	62	93	79	75	86	79 inc.
Philosophy..	27	24	24	22	25	24	29	39	27	37	24	3 dec.
Logic.....	64	38	42	46	60	44	58	55	59	92	120	56 inc.
Oriental.....	11	13	14	17	18	28	31	29	39	30	28	17 inc.
History.....	54	52	46	33	42	43	49	54	57	165	191	137 inc.
Civil Polity..	48	43	60	34	53	55	33	38	47	51	53	5 inc.

Honour Students.

	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	Increase or decrease
Greek.....	44	44	46	46	45	50	48	54	71	66	63	19 inc.
Latin.....	44	44	46	47	45	52	48	54	71	66	64	20 inc.
Mathematics..	37	34	45	42	43	28	24	30	33	27	32	} 11 inc.
Physics.....	..	..	..	17	5	15	19	14	12	13	16	
Ethnology....	6	14	5	13	5	15	7	6	14	10	3	3 dec.
English.....	43	44	59	58	59	69	66	85	91	94	116	73 inc.
French.....	35	33	52	55	54	64	57	73	79	82	91	56 inc.
German.....	27	30	46	52	50	60	54	67	74	80	94	67 inc.
Italian.....	9	10	22	18	19	20	35	44	48	40	47	38 inc.
Spanish.....	..	..	..	..	..	..	7	18	21	17	27	
Chemistry....	21	18	16	16	22	17	20	19	18	22	31	10 inc.
Biology.....	21	18	17	17	22	17	22	20	19	25	28	7 inc.
Mineralogy & Geology....	21	18	16	16	22	17	19	16	16	21	27	6 inc.
Philosophy...	59	75	65	71	72	84	68	78	72	60	33	26 dec.
Logic.....	39	52	49	50	47	65	34	65	48	44	20	19 dec.
Oriental.....	8	8	11	6	10	9	10	1	2	7	5	3 dec.
Political Science	..	..	..	..	..	..	..	..	..	55	64	
History.....	16	32	27	21	29	25	32	56	54	55	60	44 inc.
Civil Polity..	34	44	47	46	47	41	55	49	51	44	21	13 dec.

“The attention of the Senate is directed to the following comparisons based on the above statistics:—

“The number of students in Latin, in which there is one lecturer who is assisted by half the services of the Classical fellow, is 357 (64 honours plus 293 pass), as compared with a total in Greek of 149 (63 honours plus 86 pass), in which department there are one professor and one lecturer assisted by half the services of the Classical fellow. As compared with other departments, the number in honour Latin (64) is considerably larger than that in honour Mathematics and Physics (48), in which there are two professors, two lecturers, and two fellows, somewhat larger than that in honour Chemistry and Biology combined (59), in which there are two professors, one lecturer, and two fellows; while the number in pass Latin (293) is considerably larger than in any other department of the University.

“In honour French there are 91 students, and in honour German 94, numbers far surpassing those in any other honour department, except that of English (116). The numbers in honour French and German, in each of which there is but one lecturer assisted by half the services of a fellow, are one and a half times greater than those in honour Greek, nearly twice as large as those in honour Mathematics and Physics, nearly three times as large as those in honour Metaphysics, in which there will be, after October next, two professors and a fellow, and larger than the numbers in honour Chemistry, Biology, and Mineralogy combined, in which there are three professors, one lecturer, three fellows, and other assistants.

“The number of students in pass French is 170, and in pass German 175, numbers much larger than those in any other pass subject except pass Latin, pass History,

and pass English. Of these, moreover, a considerable number are elementary students, for whom special teaching provision is indispensable.

“It is apparent from the above that the provision made for the teaching of Latin, French, and German, whether considered absolutely or in comparison with the equipment of other departments, is at present inadequate. Moreover, in view of prospective needs, the attention of the Senate is directed to the following comparative statement of the increase or decrease which has respectively taken place in various departments in the period covered by the statistics.

“The increase in honour Latin has been from 44 in 1880, to 64 in 1890; in pass Latin from 161 to 293; as compared with a decrease in pass Greek from 132 to 86. In honour French, the increase has been from 31 to 91; in honour German, from 27 to 94; in pass French, the increase has been from 57 to 170, and in pass German, from 13 to 175. In other honour departments the increase has been much smaller, as for example, in honour Mathematics and Physics, an increase from 37 to 48; in honour Chemistry, from 21 to 31; in Biology, from 21 to 38, and so on; while in honour Philosophy there has been a decrease from 59 to 38.

“The attention of the Senate is also directed to the fact that certain changes in the curriculum will add considerably to the numbers in pass French and German, to such an extent that within two years there will probably be 250 students in each of these pass subjects.

“The large amount of work in connection with so many students of such a variety of attainment has already made it necessary to increase the number of lectures per week

in French and German to about twenty in each, a number exceeding, it is believed, those given in any other department.

“The undersigned desire by the above statements and comparisons to direct the attention of the Senate to the present and prospective needs of the departments under their care. They desire also to protest respectfully against the expenditure of large sums of money in the equipment of other departments, without full consideration of the requirements of the departments of Latin, French, and German, which, owing to their numerical strength and fundamental importance, both in the University and in the school system of the Province, have in the opinion of the undersigned a primary claim upon the resources of the University.

(signed) W. H. VanderSmisen,
Lecturer in German.

J. Squair,
Lecturer in French.

University of Toronto, Wm Dale,
January 10, 1891. Lecturer in Latin.

Presently Mr Blake and his committee were hard at work on their heavy task of investigating the resources and requirements of the University, and no corner escaped his vigilant eye. The French department furnished its quota of information, and amongst the rest the following table of the work done in the year 1890-1891. It is of interest to those studying the history of the University. From it we can get a glimpse of what was attempted by the French staff when it was small.

Number of lectures per week in French in 1890-1891

Pass Work		Honour Work			Total
Year	Reading texts, Prose exercises, Dictation, etc.	Conversation and Composition	Literature (reading texts, etc.)	Philology, Reading old French texts, History of lan- guage, etc.)	
4th.	1 (24 in class)	16 students 2 (8 in class)	1 (16 in class)	1 (16 in class)	5
3rd.	1 (33 in class)	20 students. 2 (10 in class)	1 (20 in class)	1 (20 in class)	5
2nd.	105 students. 2 (63 pass men in class)	.....	1 (42 in class)		4
	1 (42 honor men in class)				
1st.	144 students. 3 (60 beginners in class)	.....	1 (36 in class)		5
	1 (84 honor men & pass men in class)				
Total	9	4	4	2	19

“Note.—Of these hours the lecturer takes 15, and the fellow 4.

To these should be added supplementary lectures and hours for correcting prose with individual students, making on an average about 5 hours a week.”

Mr Blake began his study of the University's condition immediately after the appointment of the committee on Jan. 10, and finished his work on April 13, 1891. It is related by James Loudon in the *University Monthly* for May, 1912, p. 334, that he had “called at Mr Blake's house, when he (Blake) came into the room and threw the Report on the table, exclaiming, ‘There it is at last, and it has cost me six thousand dollars.’” Which meant that for three months he had not done anything else. During

these months his researches and consultations covered a large field of subjects and persons. Amongst others, members of the Staff were invited to furnish facts of all sorts, and opinions. Some of the opinions of professors regarding the memorialists are very interesting, and are worth quoting here. They throw light on the problem of why it took so long for Modern Languages to be placed on the same footing as other departments of study.

Professor Baldwin found that the statistics given by the memorialists were erroneous, and he furnished a "corrected statement". He objected to the "numbers in the class lists from 1880 to 1890 as a reliable basis of comparison of the work done, because—

They represent those who pass, not those who attend, etc."

He also said that teaching Modern Languages was easy work compared with teaching Philosophy: "Two of these (lectures on Philosophy) a day, or ten a week is the utmost that should be required; and are equal to double the number in Modern Languages. Having taught French and German himself he can compare the relative tax imposed on the lecturer by those and by Philosophy. And this consideration takes away much of the force of the arguments for increased teaching in Modern Languages drawn from simple numbers."

Professor Pike observed that "The statistics are misleading so far as the department of Chemistry is concerned, because (*inter alia*) they only show those who pass, not those who attend, etc."

Professor Chapman observes "That it is quite misleading to compare the amount of labour and time occupied in teaching Modern Languages with that involved in teaching Practical Science, in which so much manual work is involved, and so much preliminary preparation required

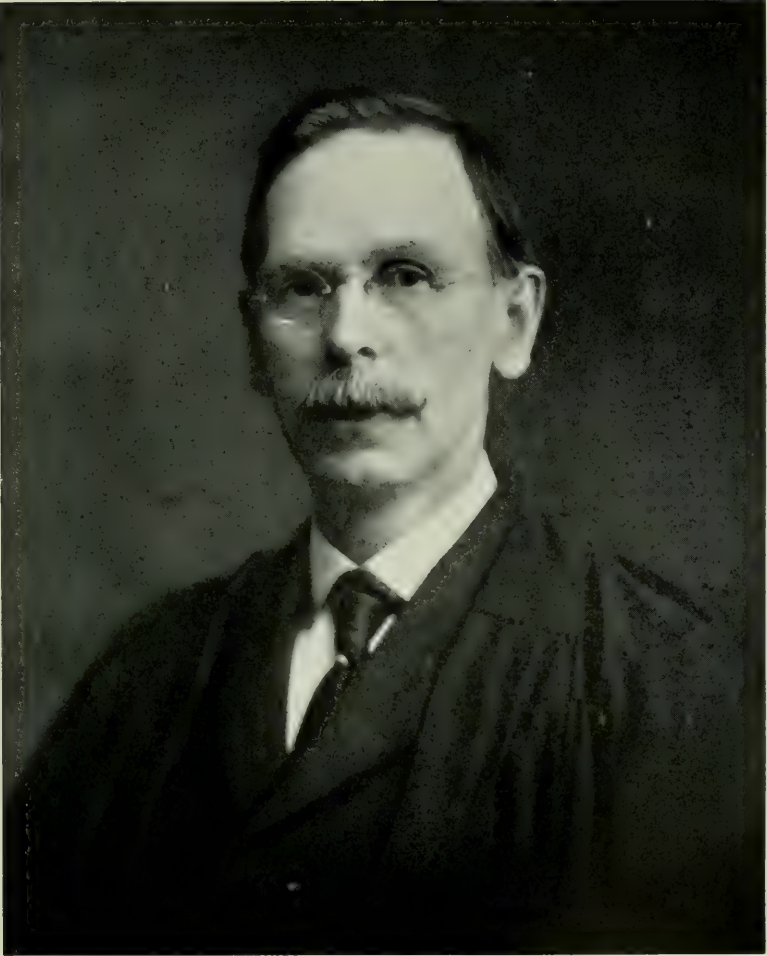
for each lecture and lesson, that he has generally to spend an hour in preparing material for the lesson, during which (lasting commonly two hours and sometimes more) he goes from student to student explaining and demonstrating."

"He (Professor Chapman) does not deny the need of additional assistance in Modern Languages, but says the chief drudgery in these will be in looking over and correcting exercises, and that there are many poor French and Germans (male and female) in the city who could be engaged at any slight remuneration to do the work."

Professor Ashley observed "That as the work, both pass and honour, for the first and second years, in both French and German, seems, from the Calendar, to be of a comparatively elementary character, the necessary assistance might best be secured by the appointment of tutors, as in a plan now before the Senate, without necessarily approving of any other feature of that plan. That the memorial, while undoubtedly presenting good reasons for strengthening the teaching staff in Latin, French, and German, seems to lay undue emphasis on the numbers of students as an indication of the extent of the need. A lecture on the History of Literature, on Philosophy, on Philology, or on the Higher Mathematics, may involve more strain on the teacher than two or three hours teaching of elementary grammar, or listening to students translating."

Mr Blake made short work of the special pleading of these members of the Faculty in the Recommendations which formed an important part of the Report. Let us quote the part of the Report which refers to French (p. 76).

"The evidence above summarised so completely demonstrates the need for further teaching strength, that it would be waste of time to enlarge upon it.



JOHN HOME CAMERON

Head of the French Department in University College, 1916-1927.

“It is proper, however, to observe that the present difficulty is intensified by the fact that many students take French and German without any, or with but the slightest, previous knowledge of the subjects.

“These elements should be acquired in the High Schools and not in the University. It is to be hoped that they may, in the course of the next few years, be taught universally in the schools. It is suggested that provision should be made by the University to check the practice of students taking up French and German without proof that they have already an elementary knowledge of them.

“It is clear that, did funds permit, the staff should be at once placed on the statutory footing of a professor, a lecturer, and a fellow in each of the branches of French and German; and that additional strength should be given in Italian and Spanish.

“The following recommendations are made:—

“*French:*

“As in the first order of urgency—

“The appointment of a temporary lecturer, pending the appointment of a professor.

“As in the second order of urgency—

“The appointment of a professor.”

And so that part of the struggle was over. The eminent head of the University had convinced himself that the department of French had thoroughly justified its share in the fight, and the Senate, without a dissentient voice, approved; but the University was adjudged as short of funds, and the programme which should have been carried out, was postponed in part, and lay as a promise for many days. But something was done. John Home Cameron was appointed lecturer in French, his appointment to date from July 1, 1891. He remained a

member of the Faculty from that day until July 1, 1927, when he became Professor Emeritus. The date, July 1, 1891, was that of a great victory. We were put on a new footing, and were inspired with a new hope. We could now hold up our heads, as being worthy of a place in the work and responsibilities of the University, although not yet enjoying the rank and emoluments to which we were entitled. But we were forced to pay for our victory. The struggle with our colleagues had engendered much bad feeling, inside and outside the Faculty. We soon had the bitter experience of being told to our face that we were jealous-minded intriguers, unworthy of a place in a great institution of learning. Soon letters, signed *Graduate*, *Pro Bono Publico*, and the like, appeared in the newspapers, denouncing us as enemies of the University, whose conduct would prove the ruin of our Alma Mater. On the other hand, however, we attracted the attention of admirers, who told us we had put up a good fight, and congratulated us upon what we had won, and who hoped that soon our victory would be complete.

XIV

AUTHORSHIP

A MATTER of importance for the writer in 1886 was the annotation of a matriculation text for use in the High Schools. The text was Christophe Colomb, a little book written by Lamartine, published in 1863. It was one of a series of biographical sketches produced by the great man in those hard days of the end of his life, when he brought forth books which some disrespectfully called pot-boilers. It was said by some of our teachers to be unsuitable for school purposes, and that was perhaps true. But we shall not forget that hardly has ever a book, prescribed for matriculation by the University, found favour with all the teachers and pupils of our High Schools. It is a very critical public,—a fact which should not excite surprise.

The publishers were W. J. Gage & Company, and it was the occasion of some pride in the writer's heart when Mr Gage approached him with a proposal to make his first book. Mr Gage was a man who liked fully annotated texts, and he urged upon the writer to put in all the notes which the work would stand. He seems to have been satisfied in this respect. The book contained 83 pages of text, 27 pages of notes, and 62 pages of vocabulary. The notes and vocabulary taken together exceeded the text in amount. When we applied to an American house to publish the book we were told that the annotating had been overdone, and our book was refused. The relations established with Mr Gage proved to be agreeable and

enduring, and Mr Gage (Sir William Gage) remained a fast friend to the end of his life. The writer made a number of books in subsequent years which were published by W. J. Gage and Company. It may interest the reader to know that the first royalty return (Jan. 1, 1887), on Christophe Colomb amounted to \$176.02, 2347 copies being sold at 75 cents each, yielding 10 p.c. royalty.

The writer has attempted to give a complete list of the texts annotated by him for the use of persons preparing for matriculation, but has discovered that there are points in it which are a little difficult to clear up. It is amazing how treacherous memory is, even when it is supported by documents, if the documentation is not complete. However, the list will be found approximately correct, with the possible exceptions of complete omission of some names, and of sometimes failing to get the dates of first editions.

Following Christophe Colomb in 1886, we have in 1887 *Un Philosophe Sous les Toits*, by Emile Souvestre (1806-1854), who was regarded as a second rank writer of the Romantic period. An Attic Philosopher (1851) was however considered of high enough merit to be crowned by the Academy, probably on account of its moral tone, rather than of literary excellence. Among the High School population of Ontario opinion was divided as to its suitability for school purposes. We gather from the annotator's preface that help from various persons was received: from John Home Cameron, who was just then in France, from A. F. Chamberlain, who was then Fellow in French and German, and from A. H. Young, who had begun his career as a Master in Upper Canada College. W. J. Gage and Company were the publishers.

In 1890 two texts were annotated by the writer with the valuable assistance of A. F. Chamberlain who had

ceased to be Fellow in University College, and who had been elected Fellow in Anthropology in Clark University, Worcester, Massachusetts. The two texts were *La Belle Nivernaise* by Alphonse Daudet, and *Le Chien du Capitaine* by Louis Énault (1824-1900). *La Belle Nivernaise* (bef. 1888) was at the time a new book, and was received with much favour. It was one of the slighter works of the great master, Alphonse Daudet (1840-1897), but it was a charming book, and few if any ever regretted having read it. Énault was a novelist of the second rank, and the *Captain's Dog* was a much less important book than the old *Canal Boat of Nevers*, but it was not such an unsuitable book, and many enjoyed reading it. W. J. Gage and Company were the publishers.

In 1891 two more texts were annotated: *La Perle Noire* by Victorien Sardou (1831-1908), and *Le Voyage autour de ma Chambre* (1795) by Xavier de Maistre (1763-1852). In 1891 Sardou was one of the most important writers of comedy in France, but the *Black Pearl* that was annotated was a novelette, and not a play. It was witty and clever, but was never considered a master-piece. Its companion, however, the *Trip around my Room*, is a master-piece, although perhaps not too suitable as a book for schools. In addition to the notes and vocabulary usually found in such books, a set of composition exercises based on these two texts formed part of the volume. Professor John MacGillivray of Queen's University, Kingston, assisted the writer in the construction of this book. W. J. Gage and Company were the publishers.

In the following year (1892) two more books were annotated, the writer being assisted again by his old friend Professor MacGillivray of Queen's. The books were *Les Frères Colombe* (1885) by Georges de Peyrebrune (Mathilde-Georgina-Elizabeth de Peyrebrune,

Madame de Judicis) (1848-1917), and *La Fée* by Octave Feuillet (1821-1890). *Les Frères Colombe* was a novel of no great originality, reflecting the simple life of the people of Périgord. *La Fée* was a charming little comedy by an author who just missed being a great man. Feuillet was one of the favourite novelists and writers of elegant comedies of the Second Empire. His *Roman d'un jeune homme pauvre* (1858) brought him fame, and he had honours and good positions. The plot of the *Fée* is a lovely story about unreal fairies such as people do not tell any more. The annotators made a big volume of 335 pages out of these two trifles, containing many notes, a full vocabulary, and a set of composition exercises. W. J. Gage and Company were the publishers.

In 1901 a little comedy, *La Joie fait Peur* (1854) by Madame Emile de Girardin (1804-1855) was annotated. The authoress, a very brilliant woman, had made a name in the world of letters before her marriage, as Delphine Gay. The play had the good fortune of being represented fifty-six times in 1854 at the great theatre, le Théâtre-Français. W. J. Gage and Co. were the publishers.

In 1902 *Le Village* (1852) by Octave Feuillet was annotated by the writer. It was, like *La Fée*, one of Feuillet's very clever little comedies. It is the story of a globe-trotter who returns to his native village, and finds an old friend who had married, and had hardly ever gone out of sight of the smoke of his own chimney. The contrast between the two is worked out in a very amusing way in the dialogue. W. J. Gage and Company were the publishers.

In 1905 *Le Voyage de Monsieur Perrichon* (1860) by Eugène Labiche (1815-1888) was annotated by the writer assisted by John Home Cameron. Monsieur Perrichon was one of the favourite rôles of that great comedian,

Coquelin Cadet, who for years amused the audiences of the Théâtre-Français. The publishers were W. J. Gage and Company, jointly with The Copp Clark Company.

In the following year (1906) another of the charming little comedies of Labiche (*La Grammaire*, 1867) was annotated by the writer. Publishers, W. J. Gage and Company, jointly with The Copp Clark Company. The title page says that it was edited with "biographical and critical notice of the author, notes, vocabulary, and exercises in composition, and sight translation." The manner of making a text-book had become somewhat elaborate. It is not certain that this fullness was appreciated by the readers. But the writer has the satisfaction of having done his best to make useful books, and the further satisfaction of having learned something while he was working for others. Moreover, he can congratulate himself on having presented to the High School public of Ontario a series of small French texts of some literary merit, of real Gallic flavour, and uncontaminated with the extravagance which has sometimes run riot in the field of French letters.

ADDITIONAL WORKS BY THE WRITER

In addition to this series of French texts for the High Schools of Ontario, the writer, often in collaboration, produced a number of other works to aid in the teaching of French.

One of these was *The High School French Reader* by J. Squair and W. H. Fraser. It was authorised by the Education Department of Ontario, and was made by the Rose Publishing Company, Toronto, 1890. The book contained 103 pages of French text, 81 pages of vocabulary, and 26 pages of notes. The French part of the book

contained fables and anecdotes, short stories such as *Le Petit Chaperon Rouge*, *La Dernière Classe*, *La Chèvre de M. Seguin*, prose extracts from great authors, short poems such as *La Marseillaise*, *Le Savetier et le Financier*.

Another book was *Exercises in French Prose*, by J. Squair and J. H. Cameron. It was published by W. J. Gage and Company in 1895. Part I contained exercises with French models, part II, anecdotes and witticisms, part III, historical and biographical sketches, part IV, miscellaneous passages. All the lessons in part III had reference to personages of distinction in France or in Canada. Of the latter some were Jacques Cartier, Bishop Laval, Champlain, the Jesuit martyrs, Madeleine de Verchères. In part IV there were articles on French geography, the trees of France, a French house, the trees of Canada, the *habitant* of Quebec. Many of these were of types not often seen. The book was a distinct contribution to the development of Canadianism. From making this book the authors learned an important fact regarding the number of words necessary to be known before one can be said to have possession of a language. The book contains 114 pages of English, and a special effort was made to keep the vocabulary simple. It was discovered that there were over 3000 words employed. The authors were convinced that there was no good foundation for the view that an ordinary High School graduate was well equipped in English who knew only a few hundred words, as had been asserted. A serious disservice is done by disseminating the view that languages can be quickly and easily learned.

The three Fraser-Squair grammars (1891-1900-1913) represent an earlier, more conservative type of manual than the Berlitz books for instance. English is used throughout in explanatory parts, and the bilingual

vocabulary is a constant feature. Each book contains a systematic treatment of pronunciation, the books of 1900 and 1913 employing the symbols of the "Association Phonétique Internationale." The books of 1891 and 1900 furnish complete statements of the theory of grammar and have also copious exercises (French-English, English-French) covering a wide field of idiomatic expression. The lessons of the books of 1900 and 1913 are characterised by the use of topical French texts, each of which coherently tells a little story, or describes a scene, and avoids the incongruous mixing of the uncle who "wished to get into the coach," with the professor who "made a long speech on the goodness of God" *à la Ollendorff*. These lessons treat, as much as possible, of French life, in order to introduce pupils into an atmosphere favourable to the acquisition of the new language.

The abundant oral exercises based on the French texts are of some variety, and impress on the learner the importance of a speaking knowledge of French. The preface of the 1913 book says, "The numerous oral exercises based on the French extracts are not intended to be exhaustive, but are designed rather to furnish suggestions for additional practice of a similar kind, to which the authors attach great importance. In most of the lessons, oral or written, practice is also provided in the continuation of tense-forms combined into connected phrases. Such exercises should be thoroughly studied and committed to memory, particularly since they often furnish additional examples of constructions which illustrate grammatical points contained in the lesson. The English sentences in the exercises are provided for translation into French as a final test of knowledge. It is recommended that written tests of this nature should be required only after the translation has been mastered orally."

There are indeed far-reaching differences between such books as Merlet's and De Fivas' grammars and those which are now under consideration. It is reasonable to suppose that these last are able to bring the learner closer to the goal at which he is aiming, that is to say, such a complete possession of the French language as to make it a real vehicle for conveying and receiving thoughts and impressions, and the approval of the teaching world is attested by the two million and a half of readers who, in various countries, have used them.

There follow hereupon extracts from the three Fraser-Squair books:

Part of an exercise from the Fraser and Squair of 1891.

Exercise IX. A. 1. Avez-vous fini vos leçons, mes enfants? 2. Nous ne les avons pas encore finies. 3. Avez-vous donné l'argent au petit garçon? 4. Je ne le lui ai pas donné. 5. Voilà le chapeau de votre père; pourquoi ne le lui avez-vous pas donné? 6. Je ne le lui ai pas donné, parce qu'il ne l'a pas demandé. 7. L'enfant a-t-il rompu les morceaux de bois? 8. Non, monsieur, il ne les a pas rompus. 9. Marie pourquoi ne porte-t-elle pas sa robe de soie? 10. Parce qu'elle l'a déchirée.

B. 1. Why have you not kindled the fire? 2. We are not cold; we are warm enough. 3. Why have you not closed the windows? 4. We have closed them. 5. Why did you not give your uncle the apples? 6. Because he has no need of apples. 7. There is your sister's silk dress; why did you not give it to her? 8. I did not give it to her, because she did not ask for it. 9. Were you not cold yesterday? 10. Yes, sir, we were very cold, but we are warm enough to-day.

Lesson from Fraser and Squair of 1900.

Lesson X.

Plural Forms. Note the following exceptions to the rule that the plural of nouns and adjectives is formed by adding -s to the singular:

1. Nouns in -s, -x, -z, and adjectives in -s, -x, remain unchanged in the plural, *e.g.*, bras, bras, arm(s); voix, voix, voice(s); nez, nez, nose(s); bas, bas, low; vieux, vieux, old.

2. Nouns and adjectives in -au, nouns in -eu, and a few nouns in -ou, add -x instead of -s, *e.g.*, couteau, couteaux, knife, knives; beau, beaux, fine; jeu, jeux, game(s); bijou, bijoux, jewel(s); caillou, cailloux, pebble(s); and a few rarer nouns in -ou.

3. Nouns, and the commoner adjectives, in -al change -al to -au and add -x as above, *e.g.*, général, généraux, general(s); rival, rivaux, rival(s); except bal, bals, ball(s); and a few rarer nouns.

4. Œil, yeux, eye(s); ciel, ciels, sky, skies, heaven(s). Contractions. The form à+le and à+les are always contracted into au and aux respectively; the remaining forms are not contracted, thus, à la, à l' in full:

Je parle au frère	I speak to the brother.
Aux sœurs, aux hommes.	To the sisters, to the men.
But: Je parle à la sœur, à l'homme.	

Use of il y a. 1. 'There is' and 'there are' are not only translated by voilà but also by il y a:

Voilà des plumes sur la table. There are some pens on the table.

Il y a des plumes sur la table. There are some pens on the table.

2. Observe, however, that voilà answers the question 'where is?', 'where are?', and makes a specific statement

about an object to which attention is directed by pointing or the like, while *il y a* does not answer the question 'where is?', 'where are?', and makes a general statement.

3. *Il y a* governs nouns just like other transitive verbs:

Je donne des plumes à Marie. I give (some) pens to Mary.

Il y a des plumes sur la table. There are (some) pens on the table.

Vocabulary

aimer, to love, like	lac, m., lake
beau, fine, handsome	l'un, the one, one
beaucoup, much, very much	naturel, natural
blanc, white	noir, black
bleu, blue	œil, yeux, m., eye, eyes
bord, m., edge, shore, border	parce que, because
caillou, m., pebble, stone	pourquoi? why?
cheval, m., horse	qui, indecl., who, whom,
courageux, brave	which
creuser, to dig	représenter, to repre-
eau, f., water	sent
fougueux, spirited, fiery	sable, m., sand
général, m., general	si, so
grand, great, large, tall	vieux, old
jouer, to play	

à cheval, on horseback chez nous, at home, at our house

Exercise X

A. *Il y a deux tableaux chez nous. Nous les aimons beaucoup parce qu'ils sont si naturels. L'un représente quatre enfants qui jouent au bord du lac. L'eau du lac*

est bleue (f.), et les yeux des enfants sont bleus aussi. Il y en a deux qui ramassent des cailloux, et les deux autres creusent dans le sable. L'autre tableau représente deux grands généraux à cheval. Ils sont sur deux beaux chevaux. L'un des chevaux est blanc et l'autre est noir. Les généraux sont courageux et leurs chevaux sont beaux et fougueux.

B. Continue the following: 1. Je parle aux généraux, etc. 2. Je parle à l'enfant, etc. 3. Est-ce que je ramasse des cailloux?, etc. 4. Il y a des plumes dans ma boîte, ta boîte, etc. 5. Mes yeux sont bleus, tes yeux, etc. 6. J'ai deux beaux chevaux, etc. 7. J'aime ces vieux tableaux, etc.

C. (Oral) 1. Où sont les tableaux? 2. Est-ce que vous les aimez? 3. Pourquoi est-ce que vous les aimez? 4. Y a-t-il des tableaux dans cette salle? 5. Montrez-moi ces tableaux. 6. Qui joue? 7. Où est-ce qu'ils jouent? 8. Les yeux des enfants sont-ils bleus ou noirs? 9. Vos yeux sont-ils noirs? 10. Qui ramasse des cailloux? 11. Que ramassez-vous? 12. Qui creuse dans le sable? 13. Où sont les deux grands généraux? 14. Les chevaux des généraux sont-ils blancs ou noirs? 15. Vos frères sont-ils courageux? 16. A qui est-ce que je parle? 17. A qui est-ce que vous parlez? 18. Y a-t-il des plumes dans votre boîte? 19. Combien de tableaux y a-t-il chez nous? 20. Aimez-vous ces vieux tableaux? Etc., etc.

D. 1. There are two fine pictures in our class-room. 2. The pupils like them. 3. These pictures are natural and beautiful. 4. In this picture there are four children. 5. They are playing. 6. The children's eyes are blue. 7. Three of the children are picking up pebbles on the shore of the lake. 8. The other child is digging in the sand. 9. He is talking to the other children. 10. There is the other picture. 11. In that picture there are two generals.

12. Their horses are fine and spirited. 13. The generals are brave. 14. I like these pictures very much. 15. The master is relating the story of the generals to the pupils. 16. There is a pupil who is not listening. 17. Show me the pupil who is not listening. 18. I am listening, because I like this story. 19. Now, show me the fine pictures. 20. There they are.

Lesson from Fraser and Squair book of 1913.

Lesson XII

The General Noun.—A noun used in a general sense takes the definite article in French, though not usually in English:

La vie est courte	Life is short
L'homme est mortel	Man is mortal
J'aime les Français	I like Frenchmen (the French)
Le fer est dur	Iron is hard
Le cheval est utile	The horse is useful

The Partitive Noun.—1. Some, any, either expressed or understood with a noun = de + the definite article:

J'ai de la craie, du papier I have (some) chalk, (some) paper

Avez-vous de l'encre? Have you (any) ink?
A-t-il des frères (amis)? Has he any brothers (friends)?

2. Thus is formed the plural of a noun with un(e):
Un livre; des livres A book; (some) books

3. The general and partitive sense must be distinguished:

Les arbres ont des feuilles Trees (gen.) have leaves (part.)
Les chiens sont des animaux Dogs are animals

Exercise XII

aimer, love, like, be fond of la géographie, geography
l'amusement, m., amusement l'histoire, f., history, story

l'argent, m., silver, money	la langue, tongue, language
la bille, marble (plaything)	la lecture, reading
étudier, study	la poire, pear
facilement, easily, readily	la pomme, apple
le français, (the) French	la toupie, top
language	la viande, meat

j'aime le français, I am fond of (like) French; but note: parlez-vous français? do you speak French?

A. Continue: 1. J'aime la lecture, tu . . . etc. 2. Est-ce que je parle français? parles-tu . . . etc. 3. Je ne parle pas français, tu ne parles . . . etc. 4. Je leur donne des cahiers et des plumes, tu leur donnes . . . etc. 5. J'aime les pommes et les poires, tu . . . etc. 6. J'ai de l'encre et du papier, tu as . . . etc. 7. J'aime l'argent, tu aimes . . . etc. 8. J'ai de l'argent dans ma poche, tu as . . . etc.

B. 1. J'aime la viande. 2. Avez-vous de la viande? 3. Aimez-vous les pommes? 4. Je les aime beaucoup. 5. Les hommes aiment-ils l'argent? 6. Ils l'aiment. 7. Avez-vous de l'argent dans votre poche? 8. Je lui prête de l'argent. 9. Les enfants étudient-ils la géographie et l'histoire? 10. N'aiment-ils pas la lecture? 11. Ils l'aiment beaucoup. 12. Avez-vous des pommes? 13. Non, monsieur, mais nous avons des poires.

C. Complete the partitive form: 1. J'ai d...encre, d... plumes et d... papier. 2. A-t-il d... craie et d... crayons? 3. Nous avons d... frères et d... sœurs. 4. Elle a d... argent. 5. Ils ont d... pommes. 6. A-t-elle d... viande? 7. Nous avons d... arbres dans notre cour.

D. 1. Mes frères et mes sœurs étudient leurs leçons. 2. Ils aiment beaucoup l'histoire et la géographie. 3. Ils aiment aussi le français. 4. A l'école nous parlons français. 5. Les enfants parlent facilement les langues quand le professeur les parle. 6. Les élèves ont des amusements à

l'école. 7. Les petits garçons ont des billes et des toupies. 8. Les petites filles ont des livres. 9. Elles aiment beaucoup la lecture. 10. Elles trouvent aussi des images dans les livres. 11. Les images amusent les enfants.

E. 1. Have you any apples? 2. Do you like apples? 3. I don't like them. 4. We like reading. 5. We are studying history and geography. 6. I have some money in my pocket. 7. Are you fond of money? 8. I am giving them some money. 9. Children like apples. 10. Has John any apples? 11. Has he any ink? 12. No, madam, but I am lending him some paper and ink.

F. 1. We like reading. 2. Little boys like marbles. 3. They have marbles and tops. 4. Our teacher speaks French. 5. Do you speak French? 6. Don't you like French? 7. Have you any amusements at school? 8. Little girls like books. 9. The little girls have books. 10. Books amuse them. 11. Do not men love money? 12. Have you any money in your pocket? 13. Are you studying history and the languages?

Part of an exercise of Fraser and Squair of 1913.

Exercise XCI (The last but one in the book.)

A. 1. Hier nous avons visité un grand musée. 2. Il se trouve dans un ancien château bâti en brique et en pierre de taille (free-stone). 3. Nous entrons par la belle porte en chêne à deux battants. 4. Au rez-de-chaussée on trouve les objets qui illustrent l'histoire de l'industrie. 5. Dans la salle des soieries on voit le cocon du ver à soie aussi bien que les belles robes de soie et les tapisseries des Gobelins. 6. Dans une autre salle se voient des tasses à thé et à café qui ont passé par des mains de reines. 7. Nous montons au premier par le bel escalier en marbre. 8. On entre dans la première pièce par une porte magnifique en fer forgé. 9. Cette salle s'appelle le "Salon des

Fleurs." 10. Le gardien appelle notre attention sur le mobilier en acajou à tapisseries de Beauvais. 11. Il nous montre de beaux vases en porcelaine de Sèvres. 12. Nous admirons un coffret à bijoux en ivoire. 13. Le gardien prend dans le coffret un collier de perles, autrefois la parure d'une princesse. 14. Il y a ici en outre un beau tableau nommé "Vénus aux cheveux d'or." 15. Ensuite nous entrons dans la vaste ancienne salle à manger à boiseries sculptées en noyer. 16. On y voit beaucoup de tableaux: des peintures à l'huile et des portraits au pastel. 17. Il y a aussi des gravures sur cuivre (copperplates), sur acier, et à l'eau-forte (etchings).

One of the latest of school-books in the making of which the writer took part was *The Poetry of Victor Hugo*, a selection from the lyric verse of Hugo, edited by Pelham Edgar and John Squair, and published by Ginn and Company of Boston, Massachusetts. The book was published in 1911, and belongs to Ginn's International Modern Language Series.

The last book made by the writer to aid in the teaching of French is a brief statement in French of the theory of French Grammar entitled *Abrégé de Grammaire Française*, first published in 1924 by D. C. Heath & Company, and later in 1926 by The Copp Clark Company. The book was made to meet the needs of teachers who wished their pupils to have a statement in French of the principles of French Grammar which might serve as a guide in oral and written exercises.

One of the important features of the writer's experience as an author of text-books has been the number of collaborators with whom he has been associated. It is with great pleasure that he bears testimony to the fact that his relations with these gentlemen were always of the

most agreeable kind. It would be hard to imagine a more intelligent, diligent, and generous group of associates. As far as the writer can now remember nothing occurred, from the beginning to the end of their joint labours, which could mar the feelings of friendship which should exist between fellow labourers in a good cause.

William Henry Fraser (1853-1916) was born at Bondhead, Ontario. He graduated from the University of Toronto as B.A., in 1880 with the gold medal in Modern Languages. He became teacher in French and German in Upper Canada College and remained such from 1880 to 1887. In the latter year he was appointed Lecturer in Italian and Spanish in the University of Toronto, in 1892 he was made Associate Professor, and in 1901 Professor of the same two languages. The writer and he became acquainted as undergraduates in 1879. He was an extremely good student in languages. His knowledge of the languages he taught was thorough and practical. He collaborated with the writer in the production of the Fraser-Squair series of French Grammars (1890-1913). There could not be a more satisfactory companion to work with. Thoroughly punctual and laborious, he never shirked anything that had to be done.

John Home Cameron graduated as B.A. from the University of Toronto with the silver medal in Modern Languages in the Class of 1885. He was Fellow in French and German in University College in 1885-1887, and from 1891 to 1927 he was Lecturer, Associate Professor, and Professor of French. There could not be a more faithful colleague than he. The writer and he edited a number of texts for use in High Schools, the details of which are given elsewhere.

It may be said here that Mr Cameron has served

University College a longer time than any other member of the Staff in French,—some 38 years.

John MacGillivray graduated as B.A. in 1882 from the University of Toronto. He afterwards studied in Leipzig and received the Ph.D. Then he became Professor of Modern Languages in Queen's University, Kingston. In the years 1891 and 1892 he collaborated with the writer in the annotating of *La Perle Noire*, *Le Voyage autour de ma Chambre*, *Les Frères Colombe*, and *La Fée*. He is now Professor of German in Queen's University. Like the others who worked with the writer he was remarkably efficient and trustworthy.

Alexander Francis Chamberlain (1865-1914) graduated as B.A. from the University of Toronto in 1886. He was Fellow in French and German in University College from 1887 to 1890. In 1890 he was appointed Fellow in Anthropology in Clark University, Worcester, Massachusetts. Later he was made a permanent member of the Staff of Clark University in Anthropology, and remained there until his death. Dr Chamberlain was a very rare man. As a collaborator he was eminently satisfactory. His intelligence and diligence associated with his pertinacity in searching difficulties gave him great value. He assisted the writer in the editing of several French texts, the details of which are given elsewhere.

Pelham Edgar graduated as B.A. from the University of Toronto in 1892. He is an Old Boy of Upper Canada College, and was 2nd Modern Language Master there from 1892 to 1895. He had his Ph.D. from Johns Hopkins University in 1897. He has been a member of the staff of Victoria College from 1897 till the present, first in the French department, and later in English. In 1911 he and the writer collaborated in the production of *The Poetry of Victor Hugo*.

Joseph Stanley Will graduated in 1897 as B.A. from the University of Toronto. He was later on the Staff of Dartmouth College, and of the University of Manitoba. He became in 1910 Lecturer in French in University College, and was advanced later to the position of Associate Professor, and Professor of French. In 1917 he worked with the writer in the translation of Professor Ferdinand Roy's *Appel aux Armes*. His assistance was invaluable in a delicate and difficult piece of work.

PUBLISHERS ASSOCIATED WITH THE WRITER

SIR WILLIAM JAMES GAGE (1849-1921) was the first publisher for whom the writer made books, and he was occupied with these books during a period of twenty years (1886-1906). In that time the writer, alone or with collaborators, annotated twelve High School French texts, as well as a Prose Book, published by W. J. Gage & Co. The writer is proud to say that the relations between publisher and writer were of the happiest kind. Sir William Gage was an honourable and generous man, of whom the writer never had occasion to complain in any respect.

Sir William Gage was born near Brampton, Ontario; he never forgot his native place, and presented a public park to the town in 1902. He first turned his attention to the profession of teaching, attended the Toronto Normal School in its Thirty-fourth Session, and obtained a Second Class Grade B Certificate in December, 1865. He taught school for a few years, and in 1874 entered the publishing house of Adam Miller & Company, which had been established in Montreal as R. & A. Miller in 1844, and had come to Toronto in 1860. Mr Adam Miller died in 1875, and upon Sir William devolved the management of the business, under the style of Adam Miller & Co., until 1880, when the firm became W. J. Gage & Company, and has remained so until the present, having been formally incorporated in 1893. In addition to the making of school books the firm has developed a large stationery

and paper manufacturing business, and possesses the Kinleith Paper Co. at St Catharines, Ont., one of the largest paper mills in the country.

A remarkable feature of Sir William Gage's activity was the founding of hospitals for the treatment of tuberculosis patients. A charter to the National Sanitarium Association was issued by the Dominion Parliament, April 23, 1896, and of this Sir William was President. Under this Association was operated the Muskoka Cottage Sanatorium, situated a little over two miles from the town of Gravenhurst. In 1902 the Association established also, about a mile distant from the Cottage, the Muskoka Free Hospital for Consumptives. These two Hospitals are pleasantly located in a forest on the shore of a beautiful lake, the sites embracing nearly three hundred acres of land. Three other Hospitals were also founded near Toronto, on the banks of the Humber, the Toronto Free Hospital for Consumptives (1904), the King Edward Sanatorium for Consumptives (1907), and the Queen Mary Hospital for Consumptive Children (1913). The Toronto Free Hospital for Consumptives was incorporated by special Act of the Legislature of Ontario in 1906. Furthermore, Sir William presented the Gage Institute (at 223-225 College St. Toronto) to serve as headquarters and central offices for the two groups of Hospitals.

Sir William had the sorrow, before he died, of knowing that, on one night in November, 1920, the main buildings at the Muskoka Free Hospital were destroyed by fire. While he and the other Directors were planning what they should do under the circumstances, suddenly he was stricken down on January 2, 1921, and never spoke again. He died on January 14th.

In recognition of his service to the public welfare

Mr Gage had the honour of receiving from the King the rank of Knight Bachelor in 1913.

George MacLean Rose (1829-1898) was the head of the firm of The Rose Publishing Company which published in 1890 *The High School French Reader* by J. Squair and W. H. Fraser, and in 1891 *The High School French Grammar* by W. H. Fraser and J. Squair. Mr Rose was also head of a closely related firm known as Hunter, Rose and Company. He was born in the north of Scotland, and came to Canada in 1851. He served his apprenticeship as a printer in Scotland, and established a job office in Montreal on arriving in Canada. Later he was engaged in journalism in Ontario, at Merrickville, London and Toronto. Then he went to Quebec and was engaged in government printing. When the seat of government was transferred to Ottawa in 1865, Mr Rose as a member of Hunter, Rose & Co. went to Ottawa. In 1871 the firm came to Toronto, and was engaged in printing for the Provincial Government. His firm also did an extensive business in publishing periodicals like the *Rose-Belford Magazine*, school books, popular fiction, biographies, etc. Mr Rose was noted for his industry and enterprise in business, and also for advocacy of temperance and moral reform. By 1890, however, his enterprise had somewhat slackened.

The writer first came into relations with The Copp Clark Company in 1900, when the *High School French Grammar and Reader* was made by W. H. Fraser and J. Squair, which took the place of the *Grammar and Reader* made by The Rose Publishing Company in 1890 and 1891.

The founders of the firm of Copp and Clark were Messrs Scobie & Balfour, who began business in Toronto in 1848. Mr Balfour retired in 1850, and Hugh Scobie

(1811-1853) continued the business until his death, Dec. 4, 1853. Mr Scobie was founder of the *British Colonist* in 1837, and of the *Canadian Almanac* in 1848. Thomas Maclear & Co. continued the firm from 1855 to 1861. They were succeeded by W. C. Chewett & Co. during the period 1862-1869.

William Walter Copp (1826-1894) and Henry James Clark (? -1892) acquired the business in 1870, and conducted it as Messrs Copp, Clark & Co. until 1884. In 1885 the firm was incorporated as The Copp Clark Company and has continued as such. Mr Copp entered the house in 1842 and remained in it until his death in 1894. Henry Leggatt Thompson (b. 1850) entered the house in 1866, became President in 1894, and has remained such until the present.

After the publication of the French Grammar in 1900 by the Copp Clark Co., the house participated with W. J. Gage & Co. in 1905 in the publication of the *Voyage de Monsieur Perrichon*, with vocabulary and annotations by John Squair and John Home Cameron. And in 1906 *La Grammaire*, annotated by the same two, was published jointly by the same two houses. In 1912 the third French Grammar in the Fraser-Squair series was published jointly by the Copp Clark Company of Toronto and D. C. Heath & Company of Boston, New York, and Chicago, the book being called in Canada the Ontario High School French Grammar, and in the United States, *A Shorter French Course*.

In addition to these, the Copp Clark Co. printed in 1915 for the Camp Chaplain's Office, Concentration Camp, Toronto, *The Canadian Soldier's Manual for French and German*, which was prepared by professors of the University of Toronto (J. Squair, J. H. Cameron, G. H. Needler, A. E. Lang). In 1916 the Copp Clark Co.

published *En Temps de Guerre, Recueil d'Extraits de Journaux, de Documents Diplomatiques, Etc.*, par John Squair. And in 1926 the house published *Abrégé de Grammaire Française* par John Squair.

In all that period of a quarter of a century the relations between publishers and writer have been most cordial. The writer has been constantly treated by the President and his colleagues in the most generous and kindly fashion.

Daniel Collamore Heath (1843-1908) founded the publishing house of D. C. Heath and Company in Boston, Mass., in 1885. Mr Heath had come into the publishing trade in 1874 in the service of Ginn Brothers, and later became a partner in the firm of Ginn and Heath which was dissolved in 1885. On Feb. 21, 1901, D. C. Heath & Co. acquired the right to publish in the United States the second French Grammar of the Fraser-Squair series which was first published at Toronto by the Copp Clark Company in 1900.

On Aug. 14, 1912, an agreement was entered into between Fraser and Squair and D. C. Heath & Co. that the latter should publish in the United States the third French Grammar of the Fraser-Squair series, to be known in the United States as *A Shorter French Course*. The same book was published simultaneously at Toronto by the Copp Clark Co. as *The Ontario High School French Grammar*.

Mr D. C. Heath, having founded his firm in 1885, remained its President until his death in 1908, and had great success in that position. He was succeeded as President by William Edmond Pulsifer (b. 1852), who, having had an experience as teacher and superintendent of schools, entered the house of D. C. Heath & Co. in 1889, becoming President in 1910. The house has had great

success under his administration, but ill health during the present year (1927) has forced him to retire from the presidency. Mr Pulsifer's successor is Mr Winfield Scott Smyth, who has served the house for years as treasurer and vice-president.

The writer wishes here to express his gratitude for the privilege of being so intimately related for more than a quarter of a century with this strong, honourable, and generous firm.

On May 20, 1907, an agreement was entered into between Fraser and Squair and George G. Harrap and Company of London, England, for the publication in Great Britain and Ireland, of the second French Grammar of the Fraser-Squair series, first published in 1900 at Toronto. The book was well received in these countries, and was endorsed by Wm Robertson, M.A., a distinguished educationist of Edinburgh, who wrote an introduction for it of an appreciative character.

Furthermore, in 1912, an agreement was made by which George G. Harrap and Company acquired the right to publish *A Shorter Course in French* in Great Britain and Ireland, which that firm has continued to do in an energetic and successful manner.

XVI

JOINT BOARD ON EXAMINATIONS

AN important item of University business of the year 1891 in which the writer participated was the institution of the Joint Board for the conduct of the Leaving Examinations of the Department of Education and the Matriculation Examinations of the University. The whole interesting story of the preparatory steps does not need to be told here. It suffices to say that by the end of the year 1890 the ground had been cleared, and that there were enough men in the Senate and in the Education Department who understood the situation to make it possible to take action. And on Jan. 2, 1891, the committee having charge of the affair, having met the Minister of Education and arranged a plan, presented a report to the Senate. The report was adopted and at the same meeting a statute was passed. The Senate appointed the Chancellor, the Vice-Chancellor, the President, and Professor Loudon, as its representatives on the Joint Board. The Department of Education also appointed four representatives, and the announcement was made in the newspapers on Jan. 10, that these were John Millar, Deputy Minister, John E. Hodgson and John Seath, High School Inspectors, and Luther E. Embree, Principal of the Parkdale Collegiate Institute. The Joint Board met and organised in a few days. It appointed fifteen examiners of five groups of three each, whose duty it was to set the examination questions at the mid-summer examinations. The groups were: English, History, and Geo-

graphy; Mathematics; Classics; French and German; Biology, Physics, and Chemistry. The members of the Moderns group were, M. S. Clark, John Petch, John Squair. The writer was also chosen chairman of the whole Board of Examiners, and upon him devolved the supervision of reading the answers as well as of setting the papers. This situation continued for six years. He was relieved of the burden of the chairmanship in 1897, but for several years he set papers and read answers, although not continuously. The last time he set papers was in the year 1917. He was definitely released from these examinations in 1918, as is proved by the following letter:

Toronto, January 17, 1918.

“Dear Professor Squair,—

Mr Anglin tells me that you will be unable to act as Examiner in French. I am very sorry, indeed, to hear this and hope that you will be able to act another year. In the meantime you will oblige me greatly if you will let me know confidentially the name of a competent Examiner to take your place. * * * * *

Anything you say will, of course, be kept strictly confidential.

With best wishes for your complete recovery and hoping to see you before you leave for the south, I am

Yours very truly,
(signed) John Seath.”

The writer had been very ill and had been ordered by the doctors to seek a warmer climate. And so he went to California, and could not set papers. Who took his place he has forgotten, if he ever knew. Seath himself died on March 17, 1919, and perhaps did not appoint the Examiners for 1919. At all events he was nearly at the

end of his career. His letter is a sacred relic. The writer feels that it was an honour to have had the confidence of a man like John Seath for more than thirty years.

The writer is unable now to tell exactly how many papers he set at one time and another for the midsummer examinations during the period 1886-1918. Some were set over his own name, and some were anonymous. But he had a long experience of it, which was sometimes disagreeable enough. The work was done at the desire of two men, James Loudon and John Seath, for whom he was always glad to work. They were men who appreciated honesty and directness, and knew, at least in the writer's opinion, when good work was done. They had too little praise in their day from contemporaries, and they merit now, if there be any one who can honestly speak in their favour, that such an one should not keep silence.

XVII

SCHOOL OF PEDAGOGY

AN interesting, but brief, piece of experience enjoyed by the writer was his connection with the School of Pedagogy in 1892. He had the honour to be invited to serve on its staff by the Minister of Education in a letter of which a copy follows:—

Toronto, 18th July, 1892.

My dear Sir,

I desire to avail myself of your services in connection with the School of Pedagogy for the purpose of delivering a course of not more than 30 Lectures upon methods of teaching Moderns to the teachers-in-training, at a time to be agreed upon between the 1st of September and the middle of December during the current year. The Principal of the school will arrange the time-table as far as possible to suit your convenience. The Lectures will be delivered either in the public hall of this department or at some point convenient thereto. The remuneration proposed is \$150. Kindly let me hear from you in order that I may complete arrangements for the staff at once.

Tours truly,

John Squair Esq. B.A.
Toronto University,
Toronto.

(signed) Geo. W. Ross

The writer accepted the offer, but with some hesitation, both for the reason that his work in University College

was heavy, and also because he had had no experience in instructing people in methods of teaching. On consultation with officers of the Department, particularly with John Seath, he discovered that the duties would not be exacting, and that he would not be expected to continue in the office longer than one term, and so he consented to be a sort of stop-gap. The Principal of the School was Dr J. A. McLellan (James Alexander McLellan, 1832-1907, B.A., Tor. 1862, LL.B., 1872, LL.D., 1873), who had been appointed to this position in 1890. The training of High School teachers was in an unorganised and chaotic state, part of the instruction being given in Toronto, and part in certain Collegiate Institutes of the Province.

If the writer remembers correctly, the year 1892 was the first year of a new order of things which lasted until 1897, when the School received the name of the Normal College, and was removed to Hamilton, where it stayed until 1907. It may be said that in that year the work of training High School teachers was transferred to the Faculties of Education of Toronto and Queen's Universities, and the Normal College disappeared.

Returning to 1892, it may be said that the position occupied by Dr McLellan was a very difficult one. It is safe to say that his Toronto colleagues had a genuine pity for him. To see that able man, and old and faithful servant of the Department, struggling with such impossible and humiliating conditions, was distressing. Dr McLellan was no ordinary man, and as High School Inspector had enjoyed a high reputation with teachers and people in all parts of the Province. Now he had been put into an ill-defined position, with a staff picked up at random, with a grotesquely inadequate equipment. The Minister of Education might have been ashamed of the way his old friend and colleague was treated.

The writer has still in his possession the note-book in which he entered the marks obtained by the teachers-in-training during the term. He does not intend to tell what the marks were. There seem to have been fifty-two students in attendance. But if he will not give the marks earned, he is willing to give the questions (with values attached) which he set for examination at the end of the term.

- 15 (1) Describe a "natural" system of teaching modern languages. Discuss the practicability of applying such a system to High School teaching in this Province.
- 24 (2) Show how you would teach, to an elementary class, a lesson on the position of objective pronouns in French.
- 15 (3) To what extent would you insist on the learning of lists in order to aid the memory in the acquisition of a foreign language?
- 24 (4) Give the plan of an elementary lesson on the subjunctive mood in German.
- 24 (5) Give the plan of a lesson, to an advanced class, on the position of French adjectives.

XVIII

NATIVE FRENCHMEN ON THE STAFF

THE question of the relative value of Canadian-born or French-born teachers of French has often been debated by those interested in the work of our department. The writer long ago settled it in his mind that the staff of University College should contain both elements. Experience showed pretty clearly that the control of the department was safer in the hands of native Canadians, whilst on the other hand it was clear that the native French-speaking person could do certain things better than the English-speaking Canadian. In all this, however, he did not forget that very exceptional persons may be found who are almost or altogether bilingual. But barring such, he determined that, as soon as possible, he would recommend the appointment of a Frenchman to aid the Canadians on the staff. One of the difficulties in the case was finding the money to pay such a man, another, naturally, was to find the man.

In the end of 1894 there came to Toronto a man by the name of Maurice Queneau, who had had a chequered career, and like many another person, before and since, he essayed to ease the situation by giving lessons in his mother tongue. He asked for the privilege of giving a lecture or two on some literary subject in the French tongue. He made it clear that he had ideas and knowledge, and could express himself in fitting French. So we concluded to try to secure his services as conductor of two or three conversation classes a week. The President

thought it was a good idea, but said he could not get even the few dollars necessary. He was asked whether he would consent to the doing of the work by Queneau, if no financial responsibility was involved. With some hesitation he consented to the lectures, if some one would furnish the money. The writer made a bargain for a series of lectures by Queneau, for which the latter received \$41, as follows: Feb. 1, 1895, \$12, March 1, \$12, March 29, \$12, Sept. 11, \$5. The writer was repaid the \$41 on Feb. 10, 1896. Mr Queneau was regularly employed to do the same sort of work in the following year. But he left us to engage in business. He afterwards was a professor of French in New York, and died there years ago.

He was succeeded by Saint-Elme de Champ in 1897, who has remained with the College throughout the intervening thirty years. For the greater part of that time he has devoted himself assiduously to the work of his classes, and also to sustaining the life of the Alliance Française of which he has been the only President since its establishment, in 1902.

Other native Frenchmen have assisted in the instruction of the students in the use of practical use of the language, such as Paul Balbaud and L. A. Bibet, both of whom have now returned to their native land.

The question of nativism has more than once disturbed the even flow of life in the University of Toronto. And this is not surprising. For the graduates of a University ought to be expected to resent the preference of outsiders over the home-bred of equal ability and training. The question had an influence as early as 1876. It disturbed the atmosphere considerably in 1880. It electrified the air in 1883-1885. It was an element in the struggle for departmental equality in 1890-1891. In the French department of University College it has not had any

disturbing influence. In the list of persons appointed between 1883 and 1916 all the English-speaking members of the Staff have been graduates of the University of Toronto. The outsiders have all been French-speaking, and their presence has been looked on as highly desirable.

XIX

ASSOCIATE PROFESSOR AND PROFESSOR

THE year 1892 was a year of many changes in University matters. Not one of the least was the change of president. On August sixth Sir Daniel Wilson died. He had been President of University College since 1880, and President of the University of Toronto since 1887. In his later years his control of affairs had to some extent passed into other hands, but his death made differences in many things. After some hesitation on the part of the Government, James Loudon was made President of both institutions on September thirteenth. Shortly thereafter the new President informed the writer that he had recommended to the Government that the writer should be promoted to the position of Associate Professor. The promotion was announced in a letter of which a copy follows.

Toronto, October 25th, 1892.

Sir,

I am commanded by His Honour the Lieutenant-Governor-in-Council to inform you that he has been pleased to appoint you to be Associate Professor of French in University College, at an initial salary of \$1800 per annum, said appointment to take effect on and from the 1st day of October instant.

I have the honour to be,
Sir,

J. Squair, Esq., B.A.,
University of Toronto,
Toronto, Ontario.

Your obedient servant,
(signed) G. E. Lumsden
Assistant Secretary.

The salary of \$1800 was increased annually by increments of \$100 until it reached the maximum (\$2500) for Associate Professors on Oct. 16, 1899, the monthly cheque for that day being \$193.33. The net yearly income was \$2320, since \$180 was deducted to be added to the Retirement Fund, which came into operation on the recommendation of Mr Blake, as may be seen in the Report of the Committee on Revenues and Requirements of April 13, 1891, at p. 38. The writer's interest in the fund was continued until June 29, 1912, when he withdrew the amount which had accumulated to his credit, the Carnegie Foundation scheme then becoming operative.

In 1892 the writer was promoted to the rank of Associate Professor at an initial salary of \$1800. The maximum for this grade of officer was \$2500, which was attained by the writer on Oct. 16, 1889. Another promotion was announced to the writer in a letter of which the following is a copy.

Toronto, 7th November, 1901.

Sir,

I am commanded by His Honour the Lieutenant-Governor-in-Council to inform you that he has been pleased to appoint you to be Professor of French in the University College.

I have the honour to be,
 Sir,
 Your obedient servant,
 (signed) G. E. Lumsden
 Assistant Secretary.

John Squair Esq., B.A.
 University of Toronto
 Toronto.

The initial salary for a Professor was at that time \$2500 with a maximum of \$3200, rising by annual increments of \$100. In the writer's case the salary remained at \$2500 from Oct. 16, 1899 until Nov. 14, 1903. It began to rise on Dec. 15, 1903, and reached its maximum of \$3800 on July 15, 1914, where it remained until his retirement on July 1, 1916.

Recapitulating all the steps the writer passed through five stages:

(1) Fellow	1883-1884, 1 year.
(2) Temporary Lecturer	1884-1887, 3 years.
(3) Lecturer	1887-1892, 5 years.
(4) Associate Professor	1892-1901, 9 years.
(5) Professor	1901-1916, 15 years.
Total:	- 33 years.

And in these five stages he did not once apply for a position. The Fellowship was offered to him, and he hesitated as to whether he should accept it. In the other four cases the positions came by promotion without application. But they did not come without waiting. Much patience was needed. But as he looks back the writer feels that the long waiting need not be considered remarkable. Looked at as men usually regard things of this kind, why should he have expected rapid promotion? His preparation was not of a distinguished kind. He went to no foreign university to study under any great master. He took what he could find in his own country, within her own institutions. After all, his *alma mater*, whom he sometimes complained of for her stepmotherly ways, turned out to be a pretty good mother, and he is glad he

stayed under the old roof. He might have found worse places.

The entrance of Victoria College into Federation under the Act of 1887, which became law by proclamation on Oct. 12, 1890, brought with it a new teaching staff in certain subjects. Victoria began its life in Queen's Park on Oct. 1, 1892, and its representative in French was John Petch. For five years Professor Petch was the writer's colleague, and towards the end of his career he was so greatly incapacitated by sickness that his colleagues of University College admitted his students to their lectures in French. Victoria College was grateful for this help, and after the death of Professor Petch the writer received the following letter from the Chancellor of Victoria University.

Queen's Park, Toronto
May 31st, 1897.

To Prof. Squair
University College
Toronto

Dear Sir

I have much pleasure in forwarding to you the accompanying resolution which was passed with great cordiality by the Board of Regents of Victoria University at their last meeting.

I have the honour to be
Yours sincerely
N. Burwash
Sec. Bd of Regents

Moved by Dr Burwash,
Seconded by Dr Burns

That this Board hereby express its grateful appreciation of the friendly assistance of University College and of Professors Squair and Cameron in admitting the students of Victoria College to their lectures during the recent illness of Professor Petch.

XX

RELATIONS BETWEEN LITERATURE AND OTHER ARTS

ONE of the noticeable things in the history of the teaching of French in University College has been the attempt to enlarge the field of study. To work seriously with grammar and dictionary is necessary, to do many hard exercises in oral and written composition through long years is imperative, and will yield a harvest of rich satisfaction, but beyond these preliminary labours lie fields of study and investigation which bring you into close contact with the highest manifestations of the national genius. In looking through old notes of lectures the writer has been reminded of his efforts to turn the attention of his classes, not only to literary styles, or the growth or decay of language, but also to the achievements of men in politics, science, erudition, and the fine arts. In looking at the Fourth Year Honour French paper of 1887 we meet this question, "Sketch after Hugo the history of church architecture in Christian Europe." That means that in reading those great chapters in Notre-Dame de Paris which treat of architecture, some time had been spent in studying the details of some of the great churches of Europe as found in the Romanesque, Gothic, and Classic styles. The writer remembers that he began to gather material for that purpose at about that date. And as time went on he gathered more material, not only for the study of architecture, but also for the study of painting, sculpture, etc. For the relations between the develop-

ment of literature and the other fine arts became more clear, particularly in France. Many photographs of important works of art were obtained, framed, and hung in historic groups in halls and class-rooms. Many projections were made, a lantern was bought, and lectures on the history of the fine arts became an integral part of the instruction in the department of Modern Languages. They also formed a part of the instruction in the department of work known as World History, which flourished under the care of Professor Ramsay Wright. They also sometimes found a place on the programme of Local Lectures which were organised about 1896, and for a long time were managed by the writer. Outlines of the lectures on the relations of the fine arts with literature were several times printed for distribution amongst the students, and the latest form of these outlines (of about 1912) is printed herewith.

It has also been thought useful to reproduce the notes of a general view of the relations between the arts as contained in a lecture delivered about 1912.

RELATIONS BETWEEN LITERATURE AND THE FINE ARTS

The desire for beauty, although not the most universal nor the most powerful, is one of the strong instincts of humanity. It is found in varying degrees amongst men of all grades of civilisation,—from the rude cave-dwellers of remote antiquity to the most highly cultured participants of modern conditions. A notable feature regarding this desire is its flexibility. It adapts itself, not only to material limitations, but also to the ideas and prejudices of particular places and times. Men's performances in architecture, sculpture, or painting depend on their notions about religion, literature, learning, government,

social arrangements, etc., as much as they do on the nature of the raw materials of art, or on the uses to which the artistic objects are to be put. Architects of the 15th century, for instance, did not change from the Gothic to the Classical style, because there was any material necessity for a change, but almost solely because the new learning of the Renaissance period influenced their minds so deeply. Again in the 19th century, architects returned to mediæval styles, not on account of any new set of physical conditions, but because of the historical spirit which led them to look again with favour upon the long-despised forms of the Romanesque and Gothic styles.

When one looks at the mediæval mural paintings of such a church as Saint-Savin, at the illustrations of an illuminated manuscript, at a mediæval stained glass window, at a piece of mediæval tapestry, or at a piece of statuary from a Gothic church, and then compares these with the poetry of the *Chanson de Roland*, or of such a play as *Le Mistère du vieil Testament*, one is struck with the strong resemblance existing between all these expressions of artistic feeling. Or when one compares the paintings of Poussin and Le Brun with the plays of Corneille, or the prose of Bossuet, no argument is needed to prove that all these are various forms proceeding from the same dignified artistic inspiration. Again in the 18th century, one sees clearly the relation between the elegance of Watteau and that of writers like Marivaux, or the relation between the sentimentality of Greuze, and that of Jean-Jacques Rousseau, or the relation between the pastorals of Boucher and Florian, or that between the realism of Chardin and Diderot.

Beginning with 1789, the history of French literature divides into four periods, or perhaps movements, which were partly synchronous.

(1) The period of transition, the greatest perons in which were Chateaubriand and Madame de Stael, accompanied by lesser individuals such as Le Brun, Delille, and Chênédollé. In the works of these writers we have a mingling of new and old. We have the old-fashioned dignity and balance, charged with the enthusiasm and sentimentality of modernism. The painters of the period are David and his school.

(2) The period of romanticism beginning with 1820, coming to a climax in 1830, and beginning to wane by 1840, although not losing its force as a potent factor for years, and not having even yet disappeared. The great writers of this movement are legion: Lamartine, Victor Hugo, Alexandre Dumas, Alfred de Musset, George Sand. Great changes occur in all the aspects of literature. New subjects are chosen for poem, play, or novel. The long-despised Middle Ages are laid under contribution, the Gothic Church and the seignorial castle become objects of interest. The intrigues of kings and courtiers of later times take on a romantic colour. A new interest in nature is awakened. Trees and rocks, sky and water, are looked at in a new way. They become things in themselves, and not mere accessories. The beasts of the field also have a significance not before perceived. They almost become personalities. So too the classes of men, the peasant, the ploughman, the woodcutter, who were objects of contempt, or of comic treatment, are made human, often heroic. A new meaning comes to history also. The men of the past are regarded with more sympathy. An attempt is made to understand them better, to reconstruct, with consequent increase of picturesqueness, the surroundings in which they moved. The change in spirit is as great as in choice of subject. The staidness of classicism is replaced by enthusiasm. Vigour,

strength, colour are the qualities desired instead of purity, smoothness, and balance. The reserve which bordered on coldness is replaced by the energy which degenerates into mere fury. The painters who represent these features are such as Géricault, Delacroix, Corot, Troyon, Millet, Chassériau.

(3) The realistic movement, beginning with Balzac about 1830, receiving an important accession of strength from the reactionaries of 1843, such as Ponsard and Augier, reinforced much by Flaubert in 1857 (*Madame Bovary*), and again by the Goncourt Brothers in 1865 (*Germinie Lacerteux*), coming to a climax after the disasters of 1870 in the colossal series of the Rougon-Macquart (*Zola*), and finally waning in influence about 1888. It of course still acts as one of the potent factors in various forms of art contesting the field with romanticism and impressionism. The object of realism is to purge men's minds of romantic enthusiasm, to cause them to see things as they are, to hesitate at nothing that may be ugly, or repulsive, physically or morally, if it is true, with a consequent tendency to what is flat, stupid, and bad. The good side of realism is that it leads men to close, accurate observation, and dissection of motive, its bad side, that it is likely to ignore what is elevated, generous, or unselfish in human life. The representative realistic painters are such as Courbet, Meissonier, Bastien-Lepage, L'Hermitte, Jean Béraud, etc.

(4) The impressionistic movement was taking form about 1885. Its chief representatives in literature are the poets Verlaine, Mallarmé, Henri de Régnier, Verhæren, the dramatist Mæterlinck (*Les Sept Princesses*), such novelists as Huysmans, the Brothers Rosny, the Brothers Margueritte (these at least in part). Impressionism is a protest against the preciseness, the hard matter-of-fact

methods of realism. Realism tries to make literature scientific, to eliminate from it mystery, to leave little or nothing to the imagination. Impressionism tries to arrive at effects by symbols and suggestions, rather than by photographic exactness. The true realm of impressionism is music, in a less degree painting, and in a still less degree literature. It has tended to make literature softer, more mystical and musical, but it has added vagueness and obscurity. Its representatives in painting are Manet, who bridged the gap between realism and impressionism, and such as Claude Monet (1840-1926), Renoir, Degas, Rafaelli, Cézanne.

JOURNALISTIC TILTING

THIS journalistic tilt has no direct relation to the teaching of French but it may be interesting to the reader from the glimpse it affords of what journalists of university training, who considered themselves friends of the University of Toronto, sometimes said. The editor of the *Educational Journal* was James Edward Wells, M.A., LL.D. (1836-1898). Dr Wells was for seventeen years an important member of the Canadian Literary Institute, Woodstock, Ontario, an institution in affiliation with the University of Toronto, doing Pass and Honour work in Arts of the First and Second Years. The *Educational Journal* was founded by him. It began publication on April 15, 1887, and its last number appeared on Feb. 15, 1897.

The attention of the reader is called particularly to the confident way in which the editor speaks of the principle so firmly established that no more of the public money of the Province shall be given for higher education. It is quite certain that Mr Wells represented a view held by many,—in fact it was the Government's view. But a change of principle was introduced in 1901, when the Legislature passed an Act increasing the income of the University by the amount of "the salaries of all professors, lecturers, and other instructors in the departments of Chemistry, Physics, Mineralogy, and Geology, and the cost of maintenance of said departments." Furthermore, in 1905 and 1906 the Legislature definitely established a

new system of university finance which completely overturned the principle which seemed in 1895 to Mr Wells to be so firmly fixed.

And there are other interesting points in Mr Wells's articles, such for instance, as his theory that State universities are more liable to fall into somnolency and ultra-conservatism than others. Nor is it less interesting to contemplate his sadness over the gloomy prospects for the future of learning in Ontario. Our Canadian colleges, he thinks, can never become universities. We must content ourselves with the unpleasing truth that our colleges, once among the first on this continent, are no longer to be reckoned as institutions of highest learning.

Here follow the editorials of the *Educational Journal* and the letters in reply to them by J. Squair.

First Editorial. THE WESTERN UNIVERSITY

The opening of the Arts Department of the Western University is an event upon which not only the authorities and friends of the University, but the people of Western Ontario in general, and of London in particular, are to be congratulated. The Western University and College was established in 1878, by Act of the Provincial Legislature. Through the medium of Huron College, which was chiefly instrumental in its establishment, and which became immediately affiliated as its Theological Department, it commenced operations in that faculty in 1881. The Department of Medicine was opened in 1882, and has since been in successful operation. The Arts Department was left in abeyance for a time, but, "through the cordial co-operation of the Bishop of Huron and the Council of Huron College," as we are told in the calendar, "the Senate is enabled now to reopen the Arts Department

with encouraging prospects of success." We see no reason to doubt that this forward movement, if the work of instruction is carried on with efficiency and vigour—and of this the announcement of a staff of ten professors and lecturers at the commencement is, so far, a guarantee—will give an intellectual stimulus to the whole western region, to which it looks, no doubt, for its chief support and patronage.

Many will, we dare say, be inclined to deprecate the multiplication of "one-horse" colleges, to use the favourite phrase of disparagement. For our own part, as we have had occasion to say more than once, we believe in variety and competition within reasonable limits, in education, as in business enterprises. The existence of active and energetic rivals is one of the best means of keeping the Provincial University out of the somnolency and ultra-conservatism into which State institutions are liable to fall—a rule to which our own Provincial University constitutes no exception, as those who are familiar with its past history can attest.

We are not told—unless the information is implied in the fact of its close relations with Huron College—from what source the indispensable endowment for the Arts work of the Western University is to come. It must, however, have not a few men of means among its friends and supporters. It is to be hoped that to these it may, not in vain, look for generous support. The principle seems firmly and, to our thinking, wisely established that no more of the public money of the Province shall be given for the purposes of higher education than that already pledged. But the way is clear and inviting for a large increase of voluntary patriotism and beneficence in this kind of work. No other conduces more directly to the

highest good of a people.—*The Educational Journal*, Oct. 16, 1895.

Second Editorial. GRADUATE INSTRUCTION

The associations and clubs of graduate students in the various American universities issue an annual volume containing the courses of instruction in graduate work on this continent. The present volume indicates, as compared with the two previous issues, the tremendous strides that graduate instruction is making in the United States. No less than twenty-one institutions of learning are, during the present year, occupied in the work. No less than 148 candidates received their degree of doctor of philosophy for research work, to say nothing of degrees such as doctor of science, granted on somewhat similar conditions. These facts speak volumes for the intellectual activity of the American universities; for the liberality of the people in supporting institutions of the highest learning; for the wise direction of the resources of these institutions in the conservation and extension of human learning.

One melancholy fact will strike the Canadian reader as he turns over the pages of this book, closely packed with announcements of advanced courses in every department of knowledge—the absence of any reference to any institution in Canada offering graduate instruction. The fact is melancholy because it means so much. It means that we have not shared in the progress of education where progress is now most marked. So far we have failed to appreciate the benefits of graduate study, benefits that are of the first importance in education, such as the setting up of a high ideal of university life, knowledge, and the

extension of knowledge; the influence of this ideal upon the undergraduate instruction; the influence of highly trained specialists throughout the country.

Nor does the immediate future hold out much hope that the Canadian colleges may become—in the modern sense of the word—universities. Apparently they have neither the means nor the inclination; nor can it be said that graduate work is at all a part of the “practical politics” of their administrators. With the wealth of Montreal around her, McGill might possibly have a constituency to appeal to, and make up for her neglected and stunted Arts faculty by a graduate school that would crown her with honour. Toronto, with an unwieldy mass of students, a faculty divided against itself, and an already insufficient income, cannot even consider the possibilities of graduate work. We must, therefore, content ourselves with the unpleasing truth that our colleges, once among the first of this continent, are no longer reckoned among the institutions of highest learning.

Along with the development of graduate work, there has been a corresponding increase of endowments, in which Harvard, Columbia, and Chicago have chiefly shared. The incomes of the chief universities during the past year were as follows: Brown, \$115,957; California, \$300,000; Chicago, \$370,000; Columbia, \$747,635; Cornell, \$608,291; Harvard, \$1,054,484; Johns Hopkins, \$170,000; Leland Stanford, \$200,000; Michigan, \$445,272; Minnesota, \$225,000; City of New York, \$135,000; Wisconsin, \$364,759; Yale, \$650,000. Details of the income of Pennsylvania and Princetown are not given, but their revenues are very large.—*The Educational Journal*, Oct. 16, 1895.

(Letter in reply to these two articles:)

To the Editor of The Educational Journal:

Sir,—In your issue of October 16th appear two articles on University affairs which contain expressions calculated to surprise and pain the friends of the University of Toronto. It seems strange that, in the columns of a journal generally so fair and moderate in statement, one should find expressions as the following, the first of which occurs in your article on "Graduate Instruction," and the second in the article on "The Western University":

"Toronto, with an unwieldy mass of students, a faculty divided against itself, and an already insufficient income, cannot even consider the possibilities of graduate work."

"The existence of active and energetic rivals is one of the best means of keeping the Provincial University out of the somnolency and ultra-conservatism into which State institutions are liable to fall—a rule to which our own Provincial University constitutes no exception, as those who are familiar with its past history can attest."

As a member of the faculty of the University I believe I am speaking truthfully when I say that your statement regarding a divided faculty is wholly erroneous. On the contrary, I believe that it would be difficult to find in any other institution a faculty more united and more able to come to unanimous decisions on all points affecting the interests of the University and those of higher education.

Regarding the matter of "graduate work", it is still an open question whether it is wiser for us to follow the European University system or the American. There is something to be said on both sides, as was pointed out in my paper on "Post-Graduate Courses in the University of Toronto", read at a meeting of the Ontario Educational Association on March 29th, 1894. It is quite possible that

our University may at some time adopt the double-degree system prevailing in the United States, but in the meantime we should not forget that our undergraduate courses, particularly in natural science, contain a good deal of work which, in American universities, finds its place in the graduate courses. But, in addition to the high character of our undergraduate work, a fact attested by the high stand almost invariably taken by our graduates when they come into contact with the graduates of American institutions, a glance at our calendar would have shown that the University does offer instruction and facilities for work to graduate students, and we have now, as a matter of fact, within our walls, several of this class.

In the extract from your article on "The Western University", quoted above, two propositions are set forth: one, that State universities are more likely to be unprogressive than private or denominational institutions; and the other, that the University of Toronto is the one, above all others, in this Province, which needs to be spurred on in the path of progress. I believe that both propositions are incapable of proof. Some of the best universities in the world may fairly be classed as State institutions, and some of the worst are of private or denominational endowment. As regards this Province, I believe that our University has never required the presence of rivals to urge it on to do its duty, particularly such as are of the standing of the Western University, but that it has always been in the vanguard, doing valiant service in spite of its slender resources.

J. Squair

University College, Oct. 26th, 1895.

This letter appeared in *The Educational Journal* for Nov. 1, 1895, and in the same number the following editorial appeared along with the letter:

Third Editorial THE UNIVERSITY OF TORONTO

We very cheerfully publish the letter in which Professor Squair takes exception to certain expressions touching the Provincial University which were used incidentally in recent articles in our editorial columns. We thank Professor Squair for his admission that *The Journal* is usually fair and moderate. It is, we hope, our aim to be so in the treatment of all questions which come within our purview, and there is certainly no reason why we should make an exception when dealing with the University of Toronto.

We gladly accept Professor Squair's assurance that our statement, or, rather, allusion, to a "divided faculty" is wholly erroneous. As a member of that faculty he has means of knowing the fact which we cannot possibly have. At the same time, recalling well-known events which took place in the history of the University within the last few months, he can hardly be unaware that a different impression has prevailed somewhat widely. Nor can he blame us severely if, in common with many of our contemporaries, we have been misled in the matter.

With regard to "graduate work", we have no disposition to ignore or undervalue the "instruction and facilities for work to graduate students" which are now offered in the University of Toronto, but we do not suppose that it will be seriously claimed that these can in any way bear comparison with the instruction and facilities provided in the American institutions, described in the volume that was under review in the article in which the remark complained of occurs. It must, moreover, be well known to all who have paid any attention to the matter that the present resources of our Provincial University are wholly inadequate to the successful carrying on of post-graduate

courses. This is not, of course, the fault of the present faculty of the University. We do not think it the fault of the Government or Legislature, seeing that it is exceedingly doubtful whether these, as the representatives of the people, would be justified in making further appropriations from the public funds for the purpose. If it is the fault of anybody, it is that of those, whether governors, professors, or students, who have hitherto failed to evoke such a feeling of sympathy with its work and aims, and of loyalty, affection, and liberality on the part of the graduates and friends of the institution, as should have long since secured to it ample endowments for extended work, both within and without the college precincts.

In the concluding paragraph of his letter Professor Squair, referring to our article on the Western University, finds, in the extract which he has previously quoted, two propositions set forth: "One, that State universities are more likely to be unprogressive than private or denominational institutions; and the other, that the University of Toronto is the one, above all others, in this Province, which needs to be spurred on in the path of progress". Both propositions he believes to be incapable of proof.

The first proposition we accept as a fair inference from our words. It is one, moreover, which we are quite prepared to maintain. Apart from historical facts, which are not far to seek, the proposition is but a corollary from that well-known weakness of human nature, from which it results that the human institution which is dependent for life upon its own exertions is much more likely to put forth those exertions with the utmost vigour, than that which is permanently provided for, and has the means of living without special exertion. The comparative laxity of State officials is proverbial.

The second proposition we do not accept as ours. We

do not think that our words either say or imply that the University of Toronto is a sinner above all others in this respect. We, in fact, neither made nor intended any reference to its present condition. We are glad to know that now, and for a number of years past, the University has done excellent work—we do not say *ideal* work—in many directions, and, as Canadians, we are proud of the splendid record of its students who have gone to other institutions, as well as of many of them who have gone into professional and other pursuits. Our reference was, as our words show, to “past history”. Was Professor Squair intimately acquainted with the institution as it existed about twenty-five years ago, to go no farther back? We fancy that a little investigation along that period of Parliamentary inquiries and professional changes might make it pretty clear that our allusion was not exactly haphazard, and also that some pressure from outside quarters not disconnected with smaller institutions had much to do with that throwing open of the windows and letting in the light and the stimulating breezes which were potent influences in bringing about the subsequent life and vigour of the University.

We hold no brief for the Western University. We do not know that we should be altogether in sympathy with all its aims and methods. We simply desire to give its attempt to found and develop an Arts department the same sympathy and welcome which we deem due to any new competitor in the field of the higher education. But seeing that its Arts department is barely organised, and that no time has yet been had to show what it can do, may we not respectfully ask whether the sneer in the last paragraph of our correspondent’s letter is quite worthy of him, or the University he represents?

—*The Educational Journal*, Nov. 1, 1895.

(Second Letter)

To the Editor of the Educational Journal:

Sir,—Would you kindly grant me the privilege of replying in your columns to some points raised in your article of November 1st in reply to my letter of October 26th?

It appears that you interpreted a remark in my letter as a sneer at the Western University. I can assure you that I had no intention of speaking disparagingly of the youngest sister in our University family, and I think you were unfortunate in your choice of words when you so characterised my remark. I have nothing but the kindest feelings towards the Western University. I am personally acquainted with some of its staff, have had correspondence with one of them regarding the conduct of his work, and sincerely hope that success in a large measure will crown all the efforts of the institution. If anybody has been unkind to the Western University it is *The Educational Journal*, which, in the first article, placed on its young shoulders the heavy responsibility of being a model to institutions older, richer, and stronger than itself.

Regarding the character of the work done in the University of Toronto, I must reiterate what I said before, that we in our undergraduate courses do a good deal of work which in many American institutions is done in the graduate courses—a point of the highest importance in this discussion. Not only so, but we have several graduate students pursuing courses in our laboratories and lecture-rooms, and we have accommodation and facilities for more in several departments. I am not at all prepared to admit that we cannot “in any way bear comparison” with American institutions in this respect. On the contrary, I believe that our equipment will compare favourably

with that of more than one university in America offering instruction in graduate study. It is good to have the thing, even if you do not have the name.

As to the persons responsible for the inadequate endowment of the University, you say the blame must be put, if anybody is at fault, on governors, professors, or students, who have failed to evoke affection and liberality in the friends of the University. But this does not appear absolutely certain. It is, surely, not unknown to you that there are few, if any, colleges and universities in this country which do not complain of lack of funds, and most of these are closely connected with denominational bodies, and so have a strong sentiment to appeal to in their supporters which does not exist in the case of the University of Toronto. Are we to assume that all these colleges have been remiss in their duty? Is it for this cause that they have so small a hold on the loyalty or affection of their constituents that they cannot get money enough to do their work as they would like? Rather than charge an unfortunate condition of affairs, common to all the universities, upon the universities themselves, which have during our whole history met fairly well the demands of the country upon them, would it not be fairer to say that this is a poor country as yet, and that those who happen to have money do not always value education as highly as they ought?

In connection with the matter of the unprogressive character of State universities in general, I am still patiently waiting for the historical facts which you say are not far to seek. Until they are brought forward, I shall content myself with believing what I stated was my belief in my former letter.

Respecting the unprogressive character of the University of Toronto, in particular, I am glad to know that, in

your opinion, it is a matter of past history. But I hope you will pardon me if I say that I doubt very much whether you can establish that even in "past history" the University of Toronto was behind the others in efficiency and progress. I know something of the history of the "Parliamentary inquiries" to which you refer, and have just been looking into some papers connected with those of thirty-five years ago, from which it appears that one of the charges made against the University of Toronto by her enemies of that period was that she was too progressive. It was charged, for instance, that too many courses were offered to undergraduates, and that professors in History and English Literature, in Modern Languages and the like, should be dispensed with. Does that look as if the University's windows had to be battered in by kindly outsiders to let in the light? No, whatever opening of windows there was, came from the inside, and so, I firmly believe, it will ever be.

J. Squair.

University College, Nov. 11th, 1895.

Fourth Editorial—A BRIEF REJOINDER

Two or three remarks in Professor Squair's second letter may seem to require a few words in reply.

We are sincerely glad that Professor Squair so distinctly disclaims any intention of hinting the slightest want of respect for the Western University. Referring again to the passage in his first letter which gave occasion for our remark of which he complains, we cannot but think that he owes us some thanks for having given him the opportunity to make this frank denial. We were not "unfortunate in our choice of words" without having read the sentence in question more than once, to see whether it

might not be capable of some other interpretation. Even now we cannot be persuaded that our misconstruction of its meaning was due wholly to our own lack of perspicacity. That is, however, a secondary matter.

We do not wish to prolong this discussion, but, after again reading our first article, we are constrained to say that if Professor Squair will kindly point out to us the word or words in it which place on the young shoulders of the Western University "the heavy responsibility of being a model to institutions older, richer, and stronger than itself," he will lay us under a special obligation.

We cheerfully admit the force of our correspondent's claim that in the undergraduate courses of the University of Toronto a good deal of work is done which in many American institutions is done in the graduate courses, and that this is a fact of the highest importance in this discussion. To what extent this admission modifies or nullifies the incidental criticism in one of our first articles, to which Professor Squair has so strongly objected, we shall leave to the reader to judge. Comparisons are invidious, and extensive inquiry, for which we have neither time nor inclination, would be required in order to even approach a settlement of the question on the basis of fact. Perhaps some of those students, of whom there is now a goodly and increasing number, who have both graduated from Toronto and taken post-graduate courses at American universities, would be best qualified to speak on the point.

Just here let us say, without attributing any unkind intention to our critic, that we feel that we have been somehow placed in a false position before our readers. These might be pardoned, should they get the impression that we are assailing the University of Toronto, than which nothing is, or has been, farther from our wish or

intention. Whatever we have said by way of criticism was merely incidental, had reference to what we believed to be undeniable fact, and was entirely free from hostile feeling or purpose. Touching our allusions to past history, which Professor Squair calls into question, we shall by no means undertake the invidious and ungrateful task of raking over the ashes of the dead past. We have simply to say that we have, as we do not doubt many of our readers have, somewhat vivid recollections of a day in that history when the inefficiency of certain professors and the difficulty of obtaining their replacement made some departments of instruction in the University almost a by-word; when it was with the greatest difficulty that affiliated institutions could obtain such modifications in the *personnel* of examiners, and in the mode of conducting examinations, as we are sure Professor Squair would be the first to admit were demanded by the simplest justice; when the doors were forced open for the admission of women, even to the annual examination in Arts, only by dint of strong outside pressure; when the conservative forces within the University opposed and delayed such innovations as the establishment of a chair in Political Economy, etc.

Such reminiscences are distasteful to us. We will not pursue them. We recognise the genuineness, we do not say the completeness, of the reforms which have been wrought, largely, we do not doubt, through the influence of men of progressive spirit, such as Professor Squair himself within the institution, but generally originating in outside pressure and newspaper criticism.

As to the question of financial support, we have but one word to say. Can it be that so fair-minded a gentleman as Professor Squair does not see the essential unfairness of comparing, with respect to the liberality of

supporters, the Provincial University, originally founded and handsomely endowed from the public funds, with denominational institutions established and supported wholly on the voluntary principle, and relying mainly upon the gifts of some one denomination, instead of upon the liberality of the whole people?

In dismissing this subject, we may be permitted to express our regret that we should have even a mild controversy with a friend whom we highly esteem and to whom we have been indebted in the past, and hope to be in the future, for valuable literary favours. We should also, perhaps, explain that our references to the Western University have been purely incidental. We have no right, whatever, to speak for that institution, and it is not in the slightest degree responsible for anything we have said. We have not, we believe, the honour of the acquaintance of more than one of its professors, and it may be that its authorities may not even approve of much that we said.—*The Educational Journal*, Nov. 15, 1895.

XXII

FRANCE VISITED, (1906-1907-1908-1909-1911)

FROM 1889 to 1906 the writer had not visited France.

The writer had been busy in vacation time with such things as Examinations, the making of books, and summer courses. In the latter year he managed to get time enough to make a hurried trip to France and to see a number of things of interest.

There were political events which, in the neighbourhood of 1906, were associated with much commotion in France. The Dreyfus affair was one of these. Alfred Dreyfus had in 1894 been condemned by a court-martial to banishment on the Ile du Diable, off the coast of French Guiana. Without going into details it is sufficient to say here that the case was not settled until July 12, 1906, when Dreyfus was rehabilitated. For long years a struggle had raged.

Another case which caused great agitation was the passing of the law of the separation of Church and State on Dec. 9, 1905. The discussions preceding the passage of the law were stormy. The bringing of the law into operation was still more stormy, and disturbed greatly the peace of the country.

There were signs too in the field of international relations that there might be trouble before long. On account of the insistence of Germany to participate in the arrangements being made by France and Spain in Morocco, the Conference of Algeciras was held. It met on Jan. 16, 1906, and on April 7, 1906, the general Act was signed, the

complete settlement being ratified on Dec. 31 of that year. A very startling act in the drama was committed when in the summer of 1911 the Germans sent the gun-boat *Panther* to Agadir, for the purpose of protecting German interests in southern Morocco, as the Germans said, but really, as the French believed, to notify the rest of the world that Germany must be consulted. Europe was startled, and war seemed imminent. By the negotiations that followed Germany received advantages, but the international horizons were darkened.

On Aug. 2, 1906, the writer, accompanied by Mr de Champ, sailed from New York on the Lorraine. They landed at Havre, and proceeded to Paris. The writer stayed there, while Mr de Champ went on to Lyons. The stay in Paris lasted a month (Aug. 9-Sept. 9), and the time was fully occupied. Visits were made to churches and museums in Paris, and a number of short trips were made to interesting places near Paris. On Aug. 12, Versailles was visited, and a little more was learned about the vast castle, park, etc. Two days later the paintings in the Gustave Moreau (1826-1898) museum were visited for the first time. That curious and interesting collection was revisited several times. On the same evening *Gringoire* and *Le Voyage of Monsieur Perrichon* were seen at the Comédie Française. Coquelin Cadet played the part of Monsieur Perrichon. Two days later, Aug. 16, Chantilly was visited: the castle and its wonderful Musée Condé were seen, and a glimpse was had of the forest. On Aug. 19, a visit was made to Saint-Germain-en-Laye. Hugues le Roux (1860-1925) was seen. He had been in Toronto, in 1902, and had lectured for the Alliance Française. On Aug. 23, Pierrefonds and Compiègne received a hurried visit. It has been said that Viollet-le-Duc, in restoring Pierrefonds, was not true to mediæval styles, but for the

writer it was very impressive. Saint-Denis and its royal tombs were seen on Aug. 29. On the following day a run was made to Rheims, to see the great cathedral—probably the most imposing in France. The writer has not seen it since the war. Has its beauty survived? *Les Précieuses Ridicules* were seen on Aug. 31., from a seat in the pit of the Français at 2 fr. 50. On Sept. 2, another visit was paid to Saint-Germain. Its castle, its church and tomb of James II were seen. And the beautiful forest, with the terrace, and the fine view overlooking the valley of the Seine will not be forgotten. A visit was paid to the Hôtel de Ville of Paris on Sept. 4, and on Sept. 6, a run was taken to Amiens to see the great church. On Sept. 9, a start was made for Canada, but on the way the pilgrim stopped at Rouen for a day. Rouen is wonderfully rich in fine architecture, with three Gothic churches of the first rank, and its splendid Palais de Justice. On the tenth Havre was reached, and ship was taken for Montreal, where the good ship Sardinian arrived on Sept. 25. It was a full and satisfactory month. Much was learned about architecture, painting and sculpture which found its way into lectures.

The holidays of 1907 were spent in France. The writer arrived at Havre on July 10, having followed his wife and daughter, who had left Toronto on April 17, in company with a French lady who was returning to Paris, after a winter in Toronto. His daughter, then ten, was sent to school and remained a couple of years in French schools in Paris and Switzerland (at Lausanne).

The writer sees from his note-book that he spent his time visiting churches, museums, and the like. Versailles seemed to have a strong attraction: it was visited once more. Saint-Germain, also very attractive, was seen again. A little longer excursion was also made to see the

cathedral of Chartres. It was on a beautiful harvest day, with fine wheatfields all about, just ready to cut. The old town was filled with the hum of harvesters ready to use their sickles. And above it all there rose that wonderful Gothic church, which had seen hundreds of harvests, looking so dignified and divinely calm, with its two mighty spires, and its hundreds of carved saints, shedding benediction on all the land of Beauce.

He visited also a school at Liancourt, north of Paris. It had been the home of the Duc de la Rochefoucauld-Liancourt. But the school was very modern, having been founded in 1900 by an Englishman, Mr A. H. Scott, who was also a representative of modern notions regarding education. A farm was attached to the school. On the day of the writer's visit the threshing of the farm crop for the year was being done. During the year the ordinary studies of a French secondary school were also attended to. The school did not survive the war. The writer has heard that Mr Scott is dead. There was some connection between Scott and Edmond Demolins (1852- ?) author of the remarkable book, "À quoi tient la supériorité des Anglo-Saxons?" (1897). They seem to have held similar views regarding schools and education.

On the way home the writer passed by way of England and Scotland, visiting London, Edinburgh, Inverness, Nairn, Elgin, Knockando, and Glasgow. He arrived at Quebec on Sept. 17.

The years 1905-1907 were years of change in the University. On Feb. 5, 1905, the Ross government resigned. Three days later Mr J. P. Whitney's cabinet was sworn in. On Oct. 3, a Royal Commission on University affairs was appointed. It presented its report on April 4, 1906. The bill drawn up by the Commission became law and went into force on June 15, 1906. James

Loudon retired from the Presidency on July 13. Maurice Hutton became President *pro tem*. Sir Robert Falconer was installed President on Sept. 26, 1907. The academic year 1907-1908 being the twenty-fifth year of service of the writer, the year 1908-1909 was granted to him as a holiday year.

On April 16, 1908, he sailed from New York, and was in Naples on May 1. There he met his wife, and together they spent some time in Italy. They were nearly two weeks in Naples and its environs,—at Pompeii, Pesto, etc. They saw many things, but only a fraction of what might be seen. The wonderful museum, rich with the remains of antiquity was visited. The chapel of St Januarius was seen at a moment of great excitement, and so on, and so on. Then on to Rome they went, where ten or twelve days were spent. They saw St Peter's, the Campidoglio, the Forum, the Pantheon, San Paolo fuori le Mura, and a host of other things, but leaving unseen far more than was seen. Then naturally came Florence, where some days were spent. The Duomo and Santa Croce were seen. Some of the treasures of the great galleries of the Pitti and the Uffizi were seen. But what a surfeit! Next they went to Milan, but by this time were almost weary. Across Italy to Venice in warm June weather they went. By the middle of June they were ready to cross the mountains to go to Lausanne, where their daughter was in school.

Lausanne had delightful air after the heat of Italy. And there was much of interest to see,—the lake, the cathedral, the steep streets, the beautiful environs, etc., etc. And other places were hastily visited—Lucerne, Geneva, Berne, Neuchâtel. Then a stay was made in the mountains at Champéry till the middle of August. After which they proceeded to Lyons, and then on to Romagn-

ieu, in Dauphiné,—in the real country. They were there the guests of Monsieur and Madame de Champ, and enjoyed themselves thoroughly in a new kind of life. While there, excursions were made to places like Vienne, remarkable for Roman remains such as the temple of Augustus and Livia, and for its mediæval church of St Maurice. They visited also Chambéry, and hard by, Les Charmettes, once the home of Madame de Warens and Jean-Jacques Rousseau. Lyons kept them busy for some days, for there is much to be seen in that ancient Roman city, which has kept its importance through long centuries.

The return was made to Lausanne, with a halt at Geneva, along the shore of the Lac Léman, with Mont Blanc at times in view, away to the right. Then the daughter was placed again in school, the writer and his wife starting for their first trip through Germany early in October.

Munich was the first stop. Afterwards the curiosities of Nuremberg were admired. Then they went on to Dresden, and in a few days they were in Berlin. Early in November they arrived in Brussels, after spending a day or two at Cologne. While at Brussels they made excursions to such places as Antwerp. Belgium is a country of great interest, for its industrial achievements as well as for its rich art treasures, and its attractive history. They arrived at Paris about the middle of November, as the university activities were beginning.

An important part of the writer's occupation during this sabbatic year was attending lectures in the University of Paris. He discovers among his papers several permits of admission to classes such as the following.

Université de Paris

Faculté des Lettres

Laissez entrer aux conférences et cours fermés de la
Faculté M. J. Squair de l'Université de Toronto.

24 novembre, 1908.

Le Doyen

(signed)

A. Croiset

Alfred Croiset (1845-1923) was Dean of the Faculty of Letters from 1898 to 1919. A scholarly gentleman, he was Professor of Greek. He with his brother Maurice published an *Histoire de la littérature grecque*.

The permit of the Dean was all that was required to allow one to attend all sorts of lectures in the Faculty of Letters. There was also the Collège de France. But its lectures are free to all, except for very special reasons, and permits are not required. There was also the École du Louvre, in which the writer wished to attend some lectures. He finds that he has preserved the cards of admission to the lectures of André Michel and of Salomon Reinach. André Michel (1853-1925) was a distinguished art critic, *conservateur* of the Museum of the Louvre, writer on the *Journal des Débats*, author of a colossal *History of Art*, etc. During the winter of 1908-1909 his lectures were on the history of sculpture in Florence, in which he treated of such masters as Donatello, the Della Robbias, and so on. He was not a great orator, but his lessons were models of thoroughness, clearness, sanity, and probity.

Salomon Reinach (b. 1858, still hard at work) is a member of the distinguished Reinach family, *conservateur* of the museum of Saint-Germain, and author of many papers and big volumes. Two of his volumes are in the writer's possession, and have been much read: (1) *Apollo*,

Histoire générale des arts plastiques, 1904; (2) Orpheus, Histoire générale des religions, 1909. Salomon Reinach is a very able lecturer. Few men equal him in clearness, thoroughness, and eloquence.

The lectures attended covered such departments as Language, Literature, History, the Fine Arts. One of the most eminent men in French Literature was Émile Faguet (1847-1916), some of whose books were well known to the writer before attending his lectures. His books were more attractive than his lectures, although Faguet was great however you might take him. Such books as his brilliant series on the sixteenth, seventeenth, and eighteenth centuries are particularly charming for their good sense, their soundness of learning, their attractive style, their beautiful humour. His lectures were much frequented. Everybody loved Faguet. One had to be there early to get in. The writer has just been reading to-day (Aug. 23, 1927) an article by Faguet in the *Revue des Deux Mondes* of July 15, 1911, entitled "De l'Influence de Théophile Gautier." The whole article recalls his lectures of 1908-09. It might have been one of them. Will the reader permit the quotation of a passage which gives a definition of symbolism, a sort of *obiter dictum*, thrown carelessly in, but so clear, penetrating, and pithy:

"De quelque nom qu'on l'appelle du reste, le fond du symbolisme était ceci: point d'idées; des sensations, des états d'âme; sensations et états d'âme traduits en une prose très musicale se rapprochant de la versification; rivaliser par le verbe avec la musique; mettre par le verbe l'âme de l'écouter dans les mêmes états où la musique le met." It is a wonderful bit of definition, so clear and sympathetic,—appreciative of what he did not admire as the highest type of poetry. He had the conscience of an honest man.

Gaston Paris had passed away in 1903. Paul Meyer (1840-1917) was still alive, but the writer did not hear him lecture, whatever was the reason. Joseph Bédier (b. 1864) in the Collège de France was expounding the great poems of the Middle Ages, upon whose origin and meaning he has shed much light. On the shelves of the library of the University of Toronto there are eight volumes of his important work: *Les Légendes Épiques, Recherches sur la formation des Chansons de Geste*, 1908-1921. Joseph Bédier and Paul Hazard have also published, with the help of several collaborators, a large *History of French Literature*, in three volumes (1923-1924). A new feature marks this book, *i.e.*, there are chapters, altogether too brief, on the literature "dans les pays étrangers de langue française," such as Belgium, French Switzerland, and Canada. It is an extremely important thing, and it is a wonder that Frenchmen have neglected it so long. The artistic productions of these three Extra-Gallic French regions are worthy of attention from the serious students of France.

The courses of Abel Lefranc (b. 1863) were listened to with pleasure. His subject is the work of François Rabelais. He has published a critical edition of the *Œuvres de François Rabelais*, in four volumes (1912-1922).

D'Arbois de Jubainville (1827-1910) was, at the time, a man well on in life, near the end of his career, who had spent many years in the study of the Celtic languages. His class was small but made up of select persons from Celtic lands, such as Brittany, Ireland, and Scotland. The Professor had written much in younger days, but by 1908 his vigour had gone, as he had been in the Collège de France since 1882.

Renan had died in 1892. Alfred Loisy was a successor

in the same field. Born in 1857, he received the tonsure in 1877, and was excommunicated in 1908. He was appointed Professor of the history of religions on March 2, 1909, in the Collège de France. The writer was in Paris at the time, but he stayed away from the first lectures delivered by Loisy, for fear there might be hostile demonstrations. Later, however, he went to some of his lectures. Some of the books for which the Church condemned him are: *L'Évangile et l'Église*, *Études évangéliques*, *Le Quatrième Évangile*. Loisy holds a high place among the Modernists of Europe.

Henri Bergson (b. 1859) was a man whose lectures were much frequented in 1908-1909. He was a Professor in the Collège de France. One of his important books is *L'Évolution Créatrice*.

At the time the writer used to visit his courses he was lecturing on the English philosophical writers of the eighteenth century.

Ferdinand Brunot (b. 1860) is an authority on the history of the French language. In 1908 he was lecturing on certain phases of French grammar. He has published *Histoire de la Langue Française des Origines à 1900*. Up to the present there are seven volumes, from 1905 to 1926. Two more are to follow. A remarkable book by him is *La Pensée et la Langue*, (1922). It is dedicated "À ma chère École de Sèvres". It is really a French grammar, but a new sort of grammar, with a broad manner of treatment. All the facts of the language are of interest to the author, whether in the speech of high or low society, cultured or uncultured, in Paris or out of it. The manner of defining terms is direct and unconventional. It is a book of distinct originality.

Paul Passy (b. 1859) is an authority on phonetics. He founded his Phonetic Association in 1885. It became

international, and its characters have become the standard for representing pronunciation in all parts of the world. He is remarkable as a linguist, speaking a number of languages with great facility and correctness. He has written largely on linguistic matters: *Le Français Parlé*, *Les Sons du Français*, etc., and also on social questions, as in: *Au Bois Dormant*, *Après le Rêve*, etc. His lectures in 1908 were particularly illuminating, fresh, original.

There was fear that there might be some disorder when Loisy began to lecture, after his appointment as Professor in the Collège de France, but the event passed off quietly. But there was disorder when a certain Thalamas essayed to give a short course on some pedagogical subject in the University of Paris. Mr Thalamas some time previously had spoken disrespectfully of Joan of Arc, and a group of persons had taken a vow that he should be prevented from speaking on any subject within the University. The rioting was said to have been severe. Mr Thalamas was roughly handled, furniture was smashed, and a tremendous noise was made. He tried more than once to lecture, but unsuccessfully, and finally was forced to abandon his project.

In addition to attendance at University lectures, the writer desired to see classes at work in the secondary and primary schools of Paris. He applied for a permit to visit a *lycée* and received the following.

“Académie
de Paris

Université de France,

Paris, le 25 novembre, 1908.

M. J. Squair, professeur à l'Université de Toronto, est autorisé à visiter le lycée Henri IV,—et à assister à quelques classes dans cet établissement.

M. le Proviseur est prié de vouloir bien faire donner à M. Squair toutes facilités compatibles avec les règlements.

Le vice-Recteur,
(signed) L. Liard."

To visit certain other schools the following permit was received.

"Direction de l'Enseignement Primaire	République Française Liberté-Egalité-Fraternité
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Préfecture de la Seine.

L'Inspecteur d'Académie, Directeur de l'Enseignement primaire de la Seine, autorise M. J. Squair, prof^r à l'Université de Toronto, à visiter l'École maternelle, 63 rue des Martyrs, les Écoles Pre's de filles, rue des Volontaires, 13, et rue de Patay, 123, les Écoles Pre's de garçons, rue de Vaugirard, 85, et rue de Patay, 121, l'École Emile-Dubois, 27, rue de la Tombe-Issoire, l'École Boule, 57 rue de Reuilly, l'École Lavoisier, 19 rue Denfert-Rochereau, l'École Edgar Quinet, 63 rue des Martyrs.

Paris, le 24 9bre, 1908.
L'Inspecteur d'Académie
Directeur de l'Enseignement
primaire de la Seine."
(signature not legible)

Advantage was taken of these permits, so courteously granted, to visit nearly all these schools. Many differences between them and the schools of Canada were noted. For instance, in the French schools the boys were always strictly separated from the girls, even where the pupils

were young. It seems that since the war there is less strictness on this point in many places. The discipline seemed more strict in the French schools than in the Canadian. As to the quality of the teaching in many subjects the writer would hesitate to pronounce. Certainly, he would say, that the teaching in France was well done, particularly in the modern foreign languages. The work which he witnessed in the *lycée* Henri IV was very superior. The English and German classes were excellent, the work being done on the Direct Method system. Special enquiry was made as to whether the teachers were French or imported, and the reply always seemed to be that very few foreigners were employed as teachers of language. Indeed when one reflects on the matter, one can hardly see how it would be possible to man the posts of large school departments, without employing the home-born in the majority of cases. The only solution seems to be to give good academic training to the native teacher, and to insist upon it that this shall be finished and completed by residence among the people whose language he intends to teach. The complaint is sometimes made in France that French is not as well taught as it used to be, when less attention was paid to the teaching of it in schools. The same kind of complaint is made in other countries, as, for instance, in the United States and English-speaking Canada, regarding the teaching of English. And it is not easy to arrive at the truth in such a matter. It is difficult to establish a standard, where matters of taste and opinion have to be measured. There is less consensus of opinion regarding what should be taught in schools, and alongside this an undoubted overloading of programmes, due to the attempt to satisfy everybody. An interesting form of attempted escape from overloaded programmes has been the establishing of special schools

such as the École Boulle, where boys learn how to make furniture for houses. Boulle (1642-1732) was a celebrated furniture maker of the reign of Louis XIV. What has the future in store for us in the way of special schools?

A rare experience for the writer was his attendance at the Congrès International des Professeurs de Langues Vivantes de l'Enseignement public, which was held in Paris from April 14 to April 17, 1909. There were about 593 members in the association, from some 27 countries of the world. A few were there from the United States, a few from Chili, but only one from Canada. England, Scotland, and Ireland were represented, as well as the Channel Islands, and the Isle of Man. Russia, Poland, Roumania, Bulgaria had representatives. Hungary, Austria, and Germany had important representation. Spain, Italy, Switzerland, Belgium, Holland, and Portugal were there.

The *Compte Rendu Général* fills a large volume of 847 pages. The bulk of the papers were in French, but some were in other languages, such as English, German, Spanish. The papers treated mostly of methods of teaching the various languages taught in primary and secondary schools. The majority were in favour of what is called the Direct Method, but there was a vast variety of opinion regarding many details in the practical management of the method.

One of the interesting things one seemed to notice was the friendliness manifested by Frenchmen to Germans, and by Germans to Frenchmen. One seemed forced to believe that war would never come again. But it did come in five years, and few of the national groups represented escaped suffering and loss on account of it.

Christmas and New Year were spent at Lausanne in Switzerland, where the writer's daughter was attending

school. At the close of the holidays the writer and his wife returned to Paris by way of Italy and the south of France. They visited Turin and Genoa, and then passed on to Nice. They explored Nice and its environs, visiting amongst other places, Monte Carlo and its famous casino. Then they went on to Marseilles, where they supped *bouillabaisse*, and promenaded in the *Cannebière*. Next they saw Arles on the banks of the Rhone, an ancient city, where one sees the ruins of the Roman amphitheatre and theatre. The hotel in which they stayed stands at the site of the Roman forum. The mediæval church of Saint-Trophime is also one of the sights. They came next to Nîmes, another ancient city, with a Roman amphitheatre in a good state of preservation. There is also another very exceptional piece of Roman art at Nîmes, *viz.*, a temple, now called the Maison Carrée. They went on to Carcassonne, one of the most interesting examples of a mediæval city in existence, with its walls and towers intact. They were there on Jan. 25, and there was a fall of snow. Such a thing had not been seen for a score of years. Toulouse came next. Situated on the banks of the Garonne, the ancient capital of Languedoc is a very attractive place. The church of Saint-Sernin is one of the finest Romanesque churches in France. The townhall or Capitole, has interesting historical associations. After that was Bordeaux, a very important city on the Garonne. The cathedral, Saint-André, is an interesting example of Gothic architecture. Handsome squares and bridges excite the admiration of the visitor. Turning north the travellers next touched at Angoulême. The cathedral, Saint-Pierre, is a very remarkable example of Romanesque style. Poitiers was next visited. The church, Notre-Dame-la-Grande, of Romanesque style, is one of the most interesting in France. It belongs to the end of the tenth century, but it has certain additions of the fifteenth.

Tours came next. Situated in the valley of the Loire, in the very heart of France, it is an interesting city. The church of Saint-Gatien is one of the finest of the Gothic churches of France. Blois was next seen with its great castle. The wing of Francis I is a master-piece of Renaissance architecture. Before arriving at Paris, Orléans was visited. It has fewer fine examples of great architecture than many other places visited. The return was made to Paris in the first week of February. The excursion was one of the most instructive ever made by the writer. From Lausanne to Paris the route is filled with interest and beauty!

At the meeting of the Congrès International, just mentioned, the writer made the acquaintance of Mr Cloudesley Brereton, Inspector of Secondary Schools in London, and when he arrived in London on his way to Canada, he had the great pleasure of calling on Mr Brereton, and of being permitted to visit French classes in two of the schools (one for boys, the other for girls) under Mr Brereton's charge. The classes visited were being taught on the Direct Method plan, and the work was extremely well done. Mr Cloudesley Brereton and his teachers are very progressive people.

Another short visit was made to France in the year 1911. The writer took his wife and daughter to Berlin in the summer of that year, in order to place the latter in school in the German capital. The notes on this journey have not been preserved, and the statements will be vague. The family embarked at Boston for Genoa, in the end of April. The Azores were seen in passing. Some hours were spent on shore at Gibraltar. This was the only time that the writer set foot in Spain. A stop was made at Algiers, when the writer touched African soil. The ship was left at Genoa. Thence the travellers proceeded to Lausanne, after staying some time at Como. While at

Lausanne certain places (Berne, Neuchâtel, Zurich, Gruyère) were visited. Then in July departure was taken for Germany. Short stops were made at Bâle, Heidelberg, Frankfort, Weimar, on the way to Berlin.

Several weeks were spent in Berlin, and as there were summer courses in the University, the writer seized the opportunity to attend some lectures in that famous institution. While he was in Berlin he had time to visit many places of interest in Berlin and its environs, such as Potsdam with its parks and palaces of fame,—Sanssouci, amongst the rest, associated with the name of the great Frenchman Voltaire. After making arrangements for his daughter's admission to a school, the writer left his wife and daughter behind, and started for Paris, for the purpose of embarking at Havre for Montreal. He left his family behind, not without some anxiety. What the French called the *coup d'Agadir* had produced a shock in Europe, and many feared that there might be war. It was a very courageous thing, one might even say foolhardy, to decide to stay in Germany at that time. But, with much misgiving, wife and daughter stayed.

The writer proceeded to Paris, making stops at Amsterdam and the Hague, where some of the great paintings of the Low Countries were seen. Some days were spent at Paris, and some of the environs were visited. The writer remembers going as far as Caen in Normandy. There he saw the two famous Romanesque (or Norman) churches, the Church of the Trinity built by Mathilda, queen of William the Conqueror, and St Stephen's Church built by William himself, in which his body was interred. Versailles and Saint-Denis were revisited. He remembers also going out to see Ermenonville, to the north of Paris, near which Rousseau died (1778), and where he was first buried, before the triumphal funeral in the Pantheon in 1794.

XXIII

WAR TIME

ON August 2, 1914, Germany declared war on Russia and the whole world was soon in flames. In two or three weeks 35,000 men were enlisted and gathered at Valcartier Camp. Within six weeks from the outbreak of war these men were ready to cross the Atlantic. On Nov. 8, Principal Hutton wrote to the writer as follows:

“University College, Toronto
Principal’s Office.

Nov. 8

Dear Squair

Mrs Loosemore is representing the St Andrew’s Brotherhood. They have a room for soldiers’ reading in the Dairy Building, Exhibition Grounds, and they want to establish free classes where soldiers can learn elementary French (& German). Please let them know and see if you and they can co-operate with them to reach the end desired by all of you.

(signed) Maurice Hutton.”

Without delay classes of recruits were organised for the teaching of French and German, and the classes were put in charge of various members of the Staffs of the several colleges. The *University Monthly* said in its January, 1915, number, “A number of classes have been organised for the teaching of French to officers and men now in the training camp at the Exhibition Grounds, Toronto. The teaching is under the direction of Mr J.

Squair, of University College, and he has been assisted, up to the present, by Messrs J. Home Cameron, J. S. Will, and J. B. Wallace of University College, Mr C. E. Roche of Trinity College, and Mr R. LeBailly, one of the French Colony of Toronto. Several other gentlemen have very generously offered their services and will be called on for help as the work advances. The chaplain, the Rev J. Russell MacLean, has been of inestimable help in organising the classes. The good, earnest spirit of officers and men has been very encouraging to the staff. Persons outside the camp and University have aided in various ways: the Rev A. L. Geggie and the Session of Dunn Avenue Presbyterian Church by the loan of rooms for some of the classes, the Upper Canada Bible Society by the gift of a large parcel of New Testaments in French, and Messrs Copp, Clark & Co. by the gift of note-books, and of French grammars and dictionaries. The work will be continued throughout the academic year."

The writer has some passes and note-books which give details of what he did, but they are rather meagre. He has two Permanent Passes, one dated Dec. 24, 1914, and the other, Jan. 19, 1915, admitting him to the Exhibition Grounds for the purpose of teaching French, signed by H. M. Elliot, Lt.-Colonel A. A. G. 2nd Division. He has also a note-book containing some seventy-five names of men who received instruction in French. The exact number is not easy to make out on account of duplication and erasures.

The writer wishes also to record the fact that four members of the Faculty (J. H. Cameron, G. H. Needler, A. E. Lang, J. Squair) made a book called *The Canadian Soldier's Manual for French and German*, 1915 (78 pp.) which was distributed free to the men, at the expense of the St Andrew's Brotherhood. The amount of useful

information, regarding French and German grammar and idiom, contained in this little book is remarkable.

This is perhaps a suitable place to mention another book, for which the writer is alone responsible, *viz.*, *En Temps de Guerre, Recueil d'extraits de journaux, de documents diplomatiques, etc.*, Copp, Clark, 1916, pp. 152. The writer has consulted it a good many times for specific information now not easy to find elsewhere.

During the period of the Great War (1914-1918) a brochure entitled *L'Appel aux Armes et la Réponse Canadienne-Française* was published in 1917 at Quebec by Ferdinand Roy of Laval University. It was thought desirable to have the book translated into English, and the writer, with the consent of Mr Roy, accepted the task. In this undertaking he was assisted by Mr J. S. Will, a member of the Staff of University College.

TEACHING U. S. MEN

After the entrance of the United States into the war as a belligerent the writer was invited to act as an instructor in French. The camp to which he was admitted was situated at Youngstown, N.Y., at the mouth of the Niagara River. He regrets that he has no papers—passes, note-books, or the like—from which he can quote. He remembers only in a general way that he went across the lake a number of times during the summer on the Niagara boats, on Fridays, staying over the week-ends, teaching a couple of days, and returning on Mondays. The work done was of slight account, for the time was short, but perhaps something was accomplished.

XXIV

BONNE ENTENTE

AFTER the writer's retirement in July, 1916, from the professorship, he participated in the Bonne Entente visits between citizens of Quebec and Ontario. The first of these was made Oct. 9-12, 1916, by citizens of Ontario to the Province of Quebec. Oct. 9 was spent in Montreal, with a dinner in the evening at the Club Saint-Denis. The morning of Oct. 10 was spent at Three Rivers, with luncheon. In the afternoon the excursion reached Quebec, and was entertained at dinner at the Château Frontenac. The morning of Oct. 11 was spent in Quebec, and in the afternoon the trip was made to Sherbrooke, with a stop at the Thetford asbestos mines. A banquet was held at Sherbrooke in the evening. The morning of Oct. 12 was spent at Sherbrooke, and a visit was made to Lennoxville. The return was made to Montreal in the evening.

A visit by citizens of Quebec was made to Ontario on Jan. 8-10, 1917. The morning of Jan. 8 was spent visiting institutions in Toronto. In the afternoon a special Convocation of the University was held for the purpose of conferring the degree of LL.D., *honoris causâ*, on Sir George Garneau, chairman of the Quebec delegation. The presentation of the candidate was made by Sir Edmund Walker, Chairman of the Board of Governors, and the degree was conferred by Sir Robert Falconer, in the absence of the Chancellor. In the evening a banquet was given in the King Edward Hotel, at which addresses were made by Sir Lomer Gouin, Sir William Hearst, and others.

The whole of the day of Jan. 9 was spent at Hamilton, with luncheon, banquet, receptions. Addresses were delivered by Hon. Mr Justice Pelletier, Hon. A. Turgeon, Sir John Gibson, Senator Beaubien, Mr G. Lynch-Staunton, and others. The day of Jan. 10 was spent in an excursion to Niagara Falls, where a number of interesting points were visited. The return to Toronto and then to Montreal was made in the evening.

The third inter-provincial visit was made on May 21-25, 1917. The Ontario delegation met the Montreal citizens at the Windsor Hotel on May 21 in the morning, and a motor excursion was made to Berthier, where a luncheon was offered. Then Three Rivers was reached, and a banquet was held. The Quebec boat was taken at midnight. May 22 was spent at Quebec, and at 6 p.m. the boat was taken for Montreal. The next three days were spent at Montreal, with entertainments of various kinds.

It seems proper to mention here the founding of prizes in some of our public institutions. During the excursion to Ontario (Jan. 8-10, 1917) of the Quebec delegation, the gentlemen of the delegation decided to found a prize for the encouragement of the study of French in the University of Toronto. The sum of \$1000 was subscribed and paid over to the Bursar. The name of the prize is "The Quebec Bonne Entente Prize." It is open to all Fourth Year students of the University, and is awarded annually. The following quotation from the Calendar explains the conditions more fully. "The Prize shall be awarded on the results of (a) an essay in French written on one of a number of subjects in the Examination Hall, (b) translation from English into French, (c) an oral test in which regard shall be had especially to facility in speaking, understanding and pronouncing French. The Prize shall be in money,

and it is suggested that it be expended in acquiring a more perfect knowledge of French."

Another prize was founded by the writer in Laval University. He was invited to deliver a lecture in Laval on "Les Bases de l'Union Sacrée des Français." The lecture was given March 16, 1917, under the presidency of Mgr F. Pelletier, Rector of Laval. The writer seized the opportunity of donating \$200, for the founding of a prize in English in Laval, in honour of the Bonne Entente movement. The prize has the following mention in the *Annuaire* of Laval.

"Prix Extraordinaires accordés aux élèves du Petit Séminaire de Québec.

"Cinquième, Prix d'anglais.

"Prix fondé par M. Squair, professeur à l'Université de Toronto, et attribué à l'élève de Rhétorique qui a obtenu le plus de succès dans l'étude de la langue anglaise."

It has been a very pleasant experience of the writer to make the acquaintance of a number of the young men who have been winners of this prize. Several of them have visited him in Toronto, some of whom have stayed here for a lengthened period to learn more about our language and ways of life. Our Bonne Entente movement may have produced good results, beyond what we anticipated.

Certain other prizes founded by the writer for the encouragement of the study of French will also be mentioned, although their foundation was not connected with the Bonne Entente movement.

(1) The Squair French Prose Prize in University College was founded by the payment of \$250 made on June 29, 1912. It is described in the Calendar as follows. "The Squair French Prose Prize, of the annual value of \$10, endowed by Professor Squair, is open for competition among students in attendance upon lectures in University

College. The award shall be made annually by the Council of University College on the recommendation of the teaching staff in French. The books awarded are to be chosen by the winner after consultation with the staff in French."

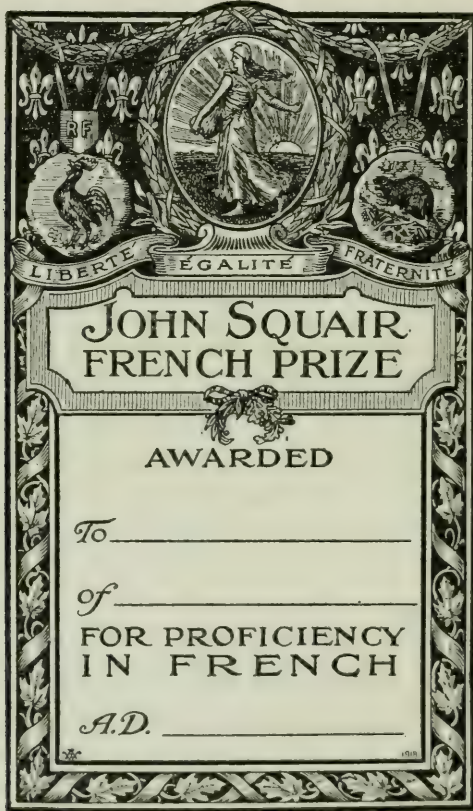
A prize for French prose was however given before 1912. There is a record of one awarded to J. Galbraith in 1867. In 1879 one was awarded to W. H. Fraser, and, from that time on, the award was made pretty regularly. In 1888 a French Prose Prize of the value of \$15, the gift of Hon. Mr Justice Falconbridge, is offered, which is continued for several years, as far on as 1893. In 1893-1894 a prize of \$15 is offered, the gift of President Loudon. The writer began contributing \$10 a year in 1898, and this was continued annually until 1912, when the prize was funded in perpetuity.

(2) As early as 1903 the writer began giving a prize of \$5 in books to the best pupil in French in the Bowmanville High School. This was continued with more or less regularity until 1916, when the prize was made permanent by the donation of \$105 to the Board of Trustees of the Bowmanville High School.

(3) Later three more \$5 annual prizes were founded to encourage the study of French, (a) in the Oshawa High School on Dec. 2, 1918, (b) in the Orono Continuation School on Dec. 6, 1918, (c) in the Newcastle High School on Jan. 9, 1919.

During the war (1914-1918) it was the writer's fortune to make a number of articles for the newspapers of Toronto. Many of them were pasted into scrap-books, and have been preserved. The journals in which most of them appeared were: the *University Monthly*, the *Globe*, the *News*, the *Star*, the *Weekly Sun*. There were at least one hundred and ten of these articles. They covered

a wide field. Some of the titles were the following: Carlyle and the Europe of 1870, Poland's Hopes, Bismarck's Centenary, Emperor William and his Entourage, Unredeemed Italy, the Austrian Shores of the Adriatic, The



The accompanying cut is used as a bookmark for the Bowmanville, Oshawa, Orono, and Newcastle Prizes.

Sack of Louvain, Aims of the Roumanians, Wheat Supply of France, The Tapestries of Reims, the Garibaldi in the War, No More Frivolity in France, Germany's Megalomania. In writing these articles the maker of them

learned many things, and he has consulted them for information many times since.

After the close of the war, in December, 1918, the writer published *An Open Letter to the People of Ontario on The Teaching of French*. A Modern Language Commission had been appointed in England in August, 1916, and this Commission published a Report in 1918 under the title of *Modern Studies*. It was felt by the writer that if a commission was needed in England, much more was it needed in Canada, and therefore he wrote his Open Letter. As far as could be inferred from newspaper articles and private correspondence, the Open Letter was favourably received, but it is hard to discern any good results that have come from its publication. Have the changes advocated in that letter been made by our public bodies? Do pupils begin two years earlier to study French in our schools? Do they have more frequent lessons in French? Have our libraries been strengthened by the acquisition of more French books and newspapers? Have our teachers of French gone in larger numbers to spend their holidays among French-speaking people? Perhaps there has been improvement in these matters. Let us hope so.

DECORATIONS

HONOURS received have been few, but there are two which the writer values highly, although they were granted altogether on account of the fact that the writer had been so long associated with the teaching of French, and not for any merit of his.

The first was granted on June 15, 1914, but was not received until March, 1924. The confusion in the public offices due to the war was doubtless the cause of the delay.

The second was received on Aug. 25, 1924, at the hands of M. R. de Vitrolles, Consul Général of France, in the house of M. Charles Rochereau de la Sablière, Agent Consulaire, in the presence of members of the Staff in French of University College, of M. Gaston Menier, Sénateur, and of friends of Toronto.

Photographic reproductions of the documents follow:

RÉPUBLIQUE FRANÇAISE.

MINISTÈRE DE L'INSTRUCTION PUBLIQUE ET DES BEAUX-ARTS.

Le Ministre de l'Instruction publique et des Beaux-Arts,

Vu l'article 32 du décret organique du 17 mars 1808;

Vu les ordonnances royales des 14 novembre 1844, 9 septembre 1845 et 1^{er} novembre 1846;

Vu les décrets des 9 novembre 1850, 7 avril et 27 décembre 1866, 24 décembre 1885, 25 mars 1911 et
4 février 1922,

Arrêté.

Monsieur SAUAI John. Professeur de français à l'Université
de Toronto (L'Ontario).

est nommé Officier de l'Instruction publique.

Pour expédition :

Le Chef du bureau de Cabinet,

francy

Fait à Paris le 11 Juin 1914.

Le Ministre de l'Instruction publique
et des Beaux-Arts,

Signé: Victor Roggenius.

L'AGENT COMMERCIAL CHARGÉ DES FONCTIONS D
ATTACHÉ COMMERCIAL DE FRANCE

AU CANADA

6, RUE SAINT-SACREMENT

TELEPHONE: MAIN 3035

ADRESSE TELEGRAPHIQUE:

CLERAGENCY. MONTRÉAL

Monsieur de Champ,

Professeur à l'Université
de Toronto - Hart House.

Toronto, Ont.

Cher Monsieur,

Je viens de recevoir le duplicata
de diplôme destiné à M. le Professeur J. Squair.
Je vous l'envoie, en pensant qu'il vous sera agréable
de le remettre personnellement à M. Squair.

Veuillez agréer, cher Monsieur,
l'expression de mes sentiments très distingués,

CHM/EL.

Cherri Marin.

ORDRE NATIONAL DE LA LÉGIION D'HONNEUR.



HONNEUR.

PATRIE.

Le Grand Chancelier de l'Ordre National de la Légion d'Honneur

expose que, par Décret du 21 juillet mil neuf cent vingt-quatre,

Le Président de la République Française

a conféré à

M. John Squair,

Professeur "Emeritus" à l'Université de Exeter.

la Décoration de Chevalier de l'Ordre National de la Légion d'Honneur.

Fait à Paris le 21 juillet 1904

Pa. n. 21755
Le Chef de l'Ordre

J. B. B.

unwin

LEARNING LANGUAGES

WILL any good come of discussing how languages may be best learned? There are few pedagogical topics about which there seems to be greater variety of opinion. The writer feels that he cannot with certainty lay down a doctrine in the matter which he would recommend to all. But if he has no doctrine of method, he feels that there are certain true things which should be realised by those who learn and teach. One may truthfully say that languages are difficult things; that much time will be required to learn one; that one should not attempt too many new languages at once; that different manners of approach may suit different circumstances; that indifference on the part of the learner is fatal to learning; that there is no age limit in the learning of languages.

This book contains the outlines of the story of the learning of French by the writer. But the writer is only one person, and it is quite evident that other ways of learning the language might have been followed, some of which might have been more successful, and some less perhaps. But there the facts are, and the writer has tried to be faithful in recounting them.

The writer feels convinced, after a rather long experience, that the natural condition of man is unilingualism. Except under special conditions, each normal person will learn one language as a child, and a second, third, fourth or more afterwards, by special effort and continued application. It is true we hear of great linguists like Elihu

Burritt (1810-1879), who was said to have known forty languages, and of Cardinal Mezzofanti (1774-1849) who spoke fifty-eight different tongues. And present-day newspapers sometimes tell us of prodigies who speak hundreds of dialects. But whatever is really true of such as these, they stand apart and cannot be taken as types. There are many people who speak two languages extremely well, a smaller number speak three or four, and there are individuals of the merchant, hotel, and courier type who express a narrow range of ideas in half a dozen with wonderful facility. There are certain localities in the world where the linguistic stocks are so interwoven that bilingual populations develop almost naturally (as in parts of Alsace, or in what was once Austria, or in Switzerland) but the vast mass of humanity lives satisfied with one language, and is likely to remain so.

It will be conceded by all that the person who has attained adolescence, after having learned to speak, read, and write his mother tongue, is not likely ever to know any other language, begun at a later date, as well as his mother tongue. The first language learned furnishes the moulds in which the ideas of a person are cast, and consequently has a certain power of excluding from the mind the forms of any subsequent language which the person tries to learn. This power is so strong that persons have been known to say that a word like *horse* seemed so natural a name for a certain animal, that all other words like *equus*, *cheval*, *pferd*, or the like, seemed unnatural and unsuitable. The same persons had a still stronger feeling of the suitability of the abstract terms, and the picturesque idioms of the mother tongue over those of a subsequently acquired language.

On the practical side of foreign language learning there seem to be certain undeniable facts. Whatever method is

adopted, the time required for learning a strange language will be long. The details of a language are numerous. What has been packed into a language by the genius of an ancient and highly civilised race will require a long time to disentangle by inexperienced persons who come to the task with many prejudices. It is really a sort of psychological transformation upon which a young person enters when he begins the study of a strange language. He must learn to accommodate himself to a new set of views, particularly on matters literary and historical.

What seem like new mental attitudes are involved, even in simple idioms. Where an Englishman says *I am right*, a Frenchman says *j'ai raison* (*I have right*). An Englishman says *labour* where a Frenchman says *travail*, and a Frenchman says *labour* where an Englishman says *ploughing*. And in many expressions French and English stand far apart, as for instance where a Frenchman might say *Il s'est fait tirer l'oreille* (*He had to have his ear pulled*), an Englishman might say *He needed some coaxing*, and so on. And when these differences are observed and noted, a good deal of time is needed in repeating, orally and in writing, phrases of all kinds—affirmative, negative, and interrogative, before the expressions are properly learned.

One of the most useful forms of repetition of the elements of a language is their employment in conversation with those who speak the language. To the writer it cannot be a matter of doubt that efforts to express one's ideas in the language one is studying in conversation with a sympathetic and competent teacher constitute a method of the highest pedagogical value. But the classes must be small, and they must meet frequently. Above all, the students must be serious and determined to learn. Indifference on the part of a student is a bad fault at any

time, but is particularly deadly in a conversation class. These conditions render conversation, or oral exercise, classes difficult to conduct.

A common form of difficulty in this country is to have classes that are too large. The writer has often been forced to give oral lessons to classes of over thirty, and has tried various methods. One of the most successful plans was to give the class a topic to prepare for the next lesson, such for example, as *building a house*. The lesson would be outlined on the previous day. The class would be told, first we shall measure the land, and so you will need to know the numerals. Then we shall dig the cellar, and you should look up in your dictionaries the names of the implements and actions necessary. Then the foundations will be laid, and you should look up the words for implements and materials. Then the upper parts of the house will come. In the early part of a lesson the teacher would describe in French the various operations of the workmen employed in measuring the site, in excavating, and so on. Then these sentences would be repeated by the teacher, and the whole class in unison would be asked to repeat these sentences several times after the teacher. Individuals would then be required to repeat these sentences. A lesson would generally close by giving a dictation exercise, made up on the spur of the moment, and involving many of the words and sentences already employed. These exercises would then be handed in, corrected by the teacher, and returned to the class. A large, elaborate topic like that of *building a house* might need several lessons, which would follow each other on successive days, and would be linked together from day to day by references of various kinds.

When classes are smaller—say with from four to seven persons—they are more easily managed. One is able in

such classes to give each person an opportunity to have something to say, on the topic set for the day or on some other, that may naturally arise. Pronouncing in unison, however, was often practised, even in small classes. It was found to be a useful exercise, but not to the exclusion of pronouncing individually.

Questions are sometimes asked as to the order in which different operations, such as translation from the foreign language, translation into the foreign language, efforts to express one's ideas in the foreign language, silent reading in the foreign language, learning of grammatical paradigms, writing from dictation, written compositions, etc., etc., should come. It is difficult to answer these questions. The most common grammars used to-day would have in the first lesson something like four points: (1) pronunciation, (2) a paradigm, (3) translation from the foreign language, (4) translation into the foreign language. Many teachers would prepare the class for this first lesson by some oral (and aural) work, by learning a paradigm by rote, and so on. The writer thinks that this type of mixed lesson is not an unnatural one, and appeals to a large number of good teachers. But the good teacher often finds it profitable to vary methods.

Older-fashioned persons generally began a language by learning paradigms, in large numbers,—sometimes, indeed, by learning the whole of them in a language before doing anything else. But few do such feats now. The pendulum has swung in the other direction. As far as the writer is concerned, he has always found it advantageous to spend time on learning paradigms by heart in the early stages. He has always recommended such a practice in Latin, Greek, German, and in the verbs of the Romance group of languages.

When should one begin to read in the foreign language?

There are some who advocate beginning very early, and keeping it up very persistently for a long time. The writer has convinced himself that it is useful for him to begin reading quite early, but only as one of the kinds of exercises necessary to be practised. Reading, even abundantly, done in the days of weakness, seems to be a slow way of getting a firm hold on a language. It seems to tend in the direction of sloppiness and inaccuracy, and to encourage the bad mental habit of being satisfied with hazy comprehension. But some reading of easy matter at early stages heartens the spirit of the learner, and gives confidence.

But some one may bluntly say that the teaching of French in the schools and colleges of Ontario has very little, if any, value. You can find plenty of people who have done French for two or three years in our High Schools, and who have done two or three more in our colleges, and at the end of that time do not read French books or newspapers. This person may tell you that the very name of Toronto French has become a byword in the French press of the sister Province of Quebec. One may admit that the results are not too brilliant. Still we must not exaggerate. In spite of all defects, there is a certain proportion of students who acquire some proficiency in reading and speaking French. One might ask whether the proportion of failures is greater in this department than in any other branches of learning. A good deal of dissatisfaction exists regarding the results in all departments. The feeling largely prevails that in too many cases neither the pupils of our schools, nor their parents, have considered sufficiently natural tastes and capacities, before beginning the study of the various subjects. A student's abilities and desires are factors of great importance in determining success or failure. The encouragement of

sympathetic relatives and friends is also important. The general opinion of the community must also be sympathetic to produce the best results. And it is not unfair to say that, in Toronto and Ontario generally, there has been some antagonism to the study of French.

Furthermore, there are certain impediments in our schools to the learning of French, the chief of which is the shortness of time devoted to the subject. It would be a great advantage if pupils in schools could begin to do French much earlier than they do, and have more frequent classes. Although an older person is not disqualified for language learning, there are a number of advantages in favour of beginning early.

In conclusion, the writer desires to emphasise the importance of having students of French come into contact with persons whose native tongue is French. The sister Province of Quebec affords a very convenient opportunity in this matter to the students of Ontario. There are also localities in Ontario where French-speaking populations may be found. The writer went long ago to one of these, and profited greatly from his experience. Needless to say also that France itself is not far away. All of these may be utilised by serious students who are in earnest about learning what French and France are.

XXVII

STAFF IN FRENCH IN UNIVERSITY COLLEGE (1853-1916)

- 1853-1865—James Forneri, Professor of Modern Languages † 1869
- 1866-1883—Émile Pernet, Lecturer in French † 1916
- 1883-1916—John Squair, Fellow, Lecturer, Associate Professor, Professor of French
- 1884-1885—Charles Whetham, Fellow in French and German
- 1885-1887—John Home Cameron, Fellow in French and German
- 1887-1890—Alexander Francis Chamberlain, Fellow in French and German † 1914
- 1890-1893—Walter Charles Palmer Bremner, Fellow in French and German
- 1891-1927—John Home Cameron, Lecturer, Associate Professor, Professor of French
- 1893-1894—Charles Whetham, Fellow in French
- 1894-1895—William Ezra Lingelbach, Fellow in French
- 1895-1897—Maurice Queneau, Instructor in French † ?
- 1896-continues—Saint-Elme de Champ, Instructor, Lecturer, Associate Professor, Professor of French
- 1906-1910—Alexander Frederick Bruce Clark, Instructor in French
- 1908-1913—Lewis Hamilton Corbett, Instructor in French
- 1910-1911—Alexander Edwin Hamilton, Instructor in French † 1912
- 1910-con.—Joseph Stanley Will, Lecturer, Associate Professor, Professor of French

1911-1927—Louis Auguste Bibet, Instructor in French

1911-1919—Paul Balbaud, Instructor in French

1913-con.—Francis Charles Archile Jeanneret, Lecturer,
Assistant Professor, Associate Professor, Pro-
fessor of French

1914-1917—John Benjamin Wallace, Lecturer in French

{ 1914-1915 }
{ 1920-1925 } —Guy de Lestard, Instructor in French

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